DOCUMENT RESUME

ED 131 681 FL 008 119

AUTHOR	Berry, Dale W.; And Others
TITLE	Assessment of the Status of Bilingual Vocational Training for Adults. Final Report-Phase I. Volume I: Assessment Report.
INSTITUTION	Kirschner Associates, Inc., Albuquerque, N. Mex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
PUB DATE	Jul 76
CONTRACT	300-75-0333
NOTE	221p.; For related documents, see FL 008 120 and FL 008 121
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	*Adult Vocational Education; *Bilingual Education; Bilingualism; English (Second Language); Job Training; Manpower Development; National Surveys; *Program Descriptions; Program Evaluation; *Vocational Retraining
IDENTIFIERS	*Bilingual Vocational Training

ABSTRACT

The status of bilingual vocational training (BVT) for adults in the United States was studied. This portion of the three-volume report outlines the need for BVT, the legislative and programmatic responses to the need, and conclusions drawn from the assessment of BVT programs. The appendices contain a detailed discussion of procedures used for collecting data; the questionnaire administered to State Department of Education officials for compiling the program inventory; the program inventory, with detailed descriptions of BVT programs and mention of other related programs; and a chart summarizing, state-by-state, the program inventory and pertinent program characteristics. (Author/SW)

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ASSESSMENT OF THE STATUS OF BILINGUAL VOCATIONAL TRAINING FOR ADULTS

FINAL REPORT—PHASE I

Volume I: Assessment Report

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Prepared for

Office of Planning, Budgeting and Evaluation
Office of Education
U.S. Department of Health, Education, and Welfare

JULY 1976

FL008119

KIRSCHNER ASSOCIATES INC.

KIRSCHNER ASSOCIATES, INC.

FINAL REPORT-PHASE I

ASSESSMENT OF THE STATUS OF BILINGUAL VOCATIONAL TRAINING FOR ADULTS

Contract No. 300-75-0333

Volume I: Assessment Report

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Office of Planning, Budgeting, and Evaluation
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July, 1976

Conclusions and recommendations in this report are those of the contractor and do not necessarily reflect the views of the U.S. Department of Health, Education, and Welfare or any other Agency of the Government.

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ACKNOWLEDGEMENTS

Completion of this assessment involved the cooperation and assistance of hundreds of people. To attempt to name all of them might result in inadvertant omissions. The cooperation shown to our staff by officials throughout the nation and at all levels of the public sector cannot be negated by a blanket acknowledgement. This assessment required and it received the cooperation of, among others, officials of several Federal departments and agencies in Washington; each of the 10 Regional offices of the Department of Health, Education, and Welfare and the Department of Labor; all of the 50 State Departments of Education; public school, community college, junior college, and other educational institutions in several of the States; and various private and quasi-public organizations.

This project provides evidence that inter-agency cooperation is not only possible but effective. The contractor's staff appreciates the enthusiastic cooperation and support provided by the Project Monitor, Dorothy Shuler of the U.S. Office of Education, and the Associate Project Monitor, Frank Stanard of the Employment and Training Administration of the U.S. Department of Labor. Ms. Shuler and Mr. Stanard provided necessary guidance to the contractor, while encouraging our independent judgement. Doris Gunderson of the U.S. Office of Education, who administers the bilingual vocational training programs newly funded under Part J of the Vocational Education Act, provided considerable information and insight at various times throughout this project.

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I

INTRODUCTION

BACKGROUND

This study is the result of a need to ascertain the status of bilingual vocational training for adults in the United States. This need was highlighted by the Congress in legislation authorizing adult vocational programs specifically and exclusively for persons of limited English speaking ability. The legislation--Part J of Title I of the Vocational Education Act of 1963[1]--mandates that the Commissioner of Education and the Secretary of Labor jointly shall "develop and disseminate accurate information on the status of bilingual vocational training in all parts of the United States."[2]

As a result of this Congressional mandate, specifications for a status report on bilingual vocational training (BVT) were prepared within the U.S. Office of Education (USOE) with the cooperation of officials of the Employment and Training Administration of the U.S. Department of Labor (USDOL). Those specifications were included in the work statement of a contract subsequently awarded by USOE to Kirschner Associates, Inc. (KAI).

In addition to a report on the status of BVT, the Congress mandated that the Commissioner of Education and the Secretary of Labor jointly shall "evaluate the impact of ... bilingual vocational training on the shortages of well-trained personnel, the unemployment or underemployment of persons with limited English speaking ability and the ability of such persons to contribute fully to the economy of the United States."[3]

In response to these mandates, this study has as its broad purposes: (1) a determination and assessment of the status of BVT and

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[1] Educational Amendments of 1974, P.L. 93-380, Part J.

[2] *Ibid.*, Sec. 192(a)(1).

[3] *Ibid.*, Sec. 192(a)(1).

(2) the development and testing of a design and procedures for evaluating BVT programs.

OBJECTIVES AND FOCUS OF STUDY

Within the broad purposes of the study are embodied a number of objectives:

1. To identify and describe BVT programs for adults,
2. To review the literature relative to BVT and BVT programs,
3. To estimate the need for BVT in the United States,
4. To provide programmatically useful information about program techniques and methods, and
5. To develop and pretest a design and procedures for evaluating BVT programs.

This study is divided into two phases. The first phase is concerned with the first four objectives, while the second phase is for the development and testing of an evaluation design. This report covers the first phase only.

The specifications for the study describe the first phase as an "exploratory study" of the status of BVT in the United States. It is exploratory because

- bilingual vocational training is not a commonly understood or widely practiced concept,
- little was known at the outset about existing bilingual training activities and needs,
- established procedures and sources were not available for collecting systematically the desired data, and
- the nature and quality of the data to be obtained could not be anticipated fully.

The objectives listed above appear deceptively unpretentious. Because of the relatively early state of development of BVT, the focus of the inquiry changed as the study progressed. For example, at the time the study specifications were prepared it was thought that the literature review would "provide descriptive information about the impact of bilingual vocational training programs as reported in evaluation studies, research efforts and similar sources. Where feasible, the literature review should provide data on treatments, costs per enrollee, employer attitudes, etc." These types of literature and data are, for the most part, unavailable. Similarly, data that would indicate the "universe of need" for BVT among adults are very sparse. Therefore, most of the effort in the first phase of the study was devoted to identifying and inventorying BVT programs.

SCOPE AND LIMITATIONS OF STUDY

At the time this study began, there was little consensus on what constituted "bilingual vocational training" for adults. Therefore, it was necessary to construct a working definition for purposes of this study. The starting point was to define "vocational training." For this term the definition provided in the Vocational Education Act was used:[1]

> The term 'vocational education' means vocational or technical training or retraining which is ... conducted as part of a program designed to prepare individuals for gainful employment ... as semi-skilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program ... in occupations ... generally considered professional or which requires a baccalaureate or higher degree ....

Based on the above definition, the provisions of Part J, the Part J program regulations,[2] and discussions with Part J program staff, it was decided that for purposes of this study "bilingual vocational training programs for adults" must meet all of these criteria:

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[1] *Ibid.*, Sec. 108(i).

[2] Federal Register, Vol. 40, No. 43, March 4, 1975, pp. 8955-8956.

1. The program must be supported, at least in part, by public funds.
2. Trainees must have limited English speaking ability.[1]
3. Trainees must be 16 years of age or older.
4. Those served must *not be* presently in traditional elementary or secondary schools. They may be graduates, dropouts or may have never entered school.
5. The training provided must be job skills training for *gainful* employment.
6. Skills training must be provided on a group basis.
7. Skills training must be subprofessional, including skilled, semi-skilled and paraprofessional training.
8. At least some of the skills training must be conducted in a non-English language by either bilingual instructors or translators.
9. Some English language training must be given, in conjunction with skills training and/or in separate classes, for the purposes of enabling trainees both to speak and understand job specific English and communicate effectively with English speaking supervisors, other employees and (where applicable) customers.

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[1] "Limited English speaking ability" means that English is the second language of the trainee because he/she comes from an environment, in this or another country, where a language other than English is dominant, and, therefore, the trainee has difficulty speaking English and understanding training conducted in English.

Programs meeting the above criteria within the 50 states were to be located and included in the program inventory. Excluded are Puerto Rico and the trust territories.

The aim of the inventory was to include all programs meeting the above criteria, regardless of whether the programs were labeled as bilingual or whether they were designed originally to operate bilingually. It was anticipated (and confirmed during the study) that de facto bilingual training programs exist, and the definition of and procedures for locating programs were designed to include de facto BVT. Conversely, the definition and procedures insured the exclusion of programs that enroll persons who do not have limited English speaking ability even if they are members of minority language groups.

All data for the program inventory were collected during the last four months of calendar 1975, and the inventory reflects conditions during that time. No effort was expended to identify programs that might have existed only prior to that time. Limited information was gathered, however, on planned programs.

The contract specifications limited the sources of primary data to the following:

- The Washington and regional offices of the U.S. Departments of Labor and Health, Education, and Welfare,
- The Washington offices of other U.S. agencies, and
- State Departments of Education.

To control data collection costs, the following sources were generally excluded: local education agencies, local program operators, and prime sponsors of programs under the Comprehensive Employment and Training Act (CETA).[1] In a few of the States most active in bilingual training, however, information was obtained from organizations below the State level.

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[1] There are more than 14,000 school districts in the U.S., more than 1,100 community and junior colleges, hundreds of technical/vocational institutes, more than 400 CETA prime sponsors, and many other employment and training programs and skill centers.

The search for BVT programs was as thorough and systematic as possible within the constraints of the study. Although some programs undoubtedly were not identified, the inventory and related information reported herein appear to be reasonably comprehensive and to represent accurately the nature and extent of BVT in the United States. The procedures used for collecting the data are detailed in Appendix A.

Attempts to develop estimates in this assessment of the numbers of adults with limited English speaking ability were restricted by the lack of reliable data. The special Survey of Income and Education, conducted in April, 1976, as part of the monthly Current Population Survey, contains items designed to yield valid and reliable estimates of the universe of limited English speaking persons. These data and corollary labor force and educational data will be available through the National Center for Educational Statistics in 1977.

PLAN OF REPORT

The next chapter focuses on the need for BVT. The need is identified and analyzed by examining (1) the consequences for workers of limited English speaking ability, and (2) the role of bilingual instruction vis-à-vis skills training conducted in English for persons of limited English speaking ability.

Chapter III contains an account of the legislative and programmatic responses to the need for BVT, including an overview of the BVT program inventory.

The final chapter, IV, presents the conclusions drawn from the findings of this assessment of BVT programs.

Appendix A contains a detailed discussion of the procedures used for collecting data for this assessment, while Appendix B is the questionnaire administered to State Department of Education officials for compiling the program inventory. Appendix C contains the program inventory, with detailed descriptions of each BVT program located and an indication of related activities, if any, in those States without BVT programs. Appendix D contains a chart summarizing, State-by-State, the program inventory and pertinent program characteristics. Appendix E contains two tables; Table 1 summarizes, by State, the numbers of BVT programs with selected characteristics, and Table 2 shows the distribution of BVT programs by types of vocational skills training offered.

II

THE PROBLEM AND THE NEED FOR BILINGUAL VOCATIONAL TRAINING

A need exists for bilingual vocational training for persons of limited English speaking ability if (1) occupational training is needed by these persons, and (2) bilingual training is an effective approach for training such persons. Limited English speaking persons do, of course, need vocational training as do many other workers in our society. Since most of these persons are members of racial and ethnic minority groups as well as of language minorities, vocational skills acquisition is only one of many important needs that must be fulfilled. Many persons in racial and ethnic minority groups face discrimination in employment, suffer from lack of educational and training opportunities, and have myriad other problems. As subsequent discussions in this chapter indicate, limited ability in the predominant language of a nation can compound these problems. Moreover, many persons of limited English speaking ability also may have limited ability in their native language.

The contention explored in this chapter is that vocational training for adults with limited English speaking ability can be conducted effectively in a bilingual mode. Analysis of the various options available for providing vocational training to such persons, indicates that the bilingual approach may be most appropriate in some instances. Approaches that provide training monolingually in English are by far the most common in the United States; therefore, the reasons for this phenomenon are explored.

CONSEQUENCES OF LIMITED ENGLISH SPEAKING ABILITY

Labor market and job behavior and performance can be affected adversely because of limited ability in English. A person of limited English speaking ability seeking a job may have difficulties, for example, reading help wanted ads, communicating effectively during an employment interview, and understanding psychological or aptitude tests given by employment agencies or employers. Similar difficulties often are faced by these persons when seeking vocational education.

When a person of limited English speaking ability holds a job, he or she may have difficulties communicating with supervisors, co-workers and customers; understanding written and oral directives; comprehending trade manual instructions; and understanding safety warnings or directives. Since English language demands generally increase with increased responsibilities, job or career advancement may be restricted severely for the worker with limited facility with English.

English language demands on the job vary widely, depending on geographic location, the nature of the job, and other factors. Certain jobs (for example, welding or sewing) require less extensive knowledge and use of English than others (such as secretarial work). Usually, jobs requiring extensive communication with supervisors, co-workers, the general public, and customers (or clients) place the limited English speaking worker at a disadvantage. However, in some locales (for example, East Harlem, southern Texas, New York's Chinatown, northern New Mexico), most of the persons with whom the limited English speaking worker communicates may speak a non-English language. In this latter case, on-the-job English requirements are, of course, reduced correspondingly but rarely eliminated.

ALTERNATIVE TRAINING APPROACHES FOR THE LIMITED ENGLISH SPEAKING

The preceding discussion indicates that persons with very limited or no English ability who seek vocational training also generally need instruction in the English language in order to succeed in the job market. Moreover, any specific job environment has a minimally adequate level of English ability for the worker. Therefore, vocational programs for persons of limited English speaking ability should, as a minimum, insure that each trainee develops the degree of English language proficiency appropriate for the specific job environment involved.

The definition [illegible] a "limited English speaking person" presented in Chapter I, indicated that such a person would have difficulty understanding training conducted monolingually in English. The major optional approaches available for providing vocational training to such persons are as follows:

1. To provide English-as-a-second-language (ESL) training as a prerequisite for vocational training.
2. To provide ESL training as a corequisite for vocational training.
3. To conduct vocational skills training bilingually with supplemental ESL instruction.
4. To conduct vocational training bilingually with no supplemental ESL instruction.
5. To conduct vocational training monolingually in the trainee's native language.

The first two options, providing ESL instruction prior to or at the same time as vocational training is conducted monolingually in English, are the most common approaches in vocational programs serving persons of limited English speaking ability.

The third and fourth options are represented by the programs inventoried as part of this study. Some programs which do not have formal ESL instruction offer job-related English language instruction as part of the skills class. The final option, conducting skills training wholly in the trainee's native language (with or without supplemental training in English skills), is encountered occasionally. In fact, combinations of the various options are sometimes found within a program. For example, in some programs, skills instruction may be conducted wholly or primarily in the trainees' native language at first with increasing use of English as the trainees move through a skills course.

THE ROLE OF BILINGUAL VOCATIONAL TRAINING

As the review of literature summary contained in Volume III of this report shows, the relative effectiveness has not been established of the various approaches to vocational training for the limited English speaking. The approach of providing English language training prior to or concurrent with vocational training is the most common approach in employment and training programs serving persons of limited English speaking ability. This approach may be the most common because ESL instruction programs and capability exist in many locales. ESL training is often available for various purposes, including preparation for vocational training. Thus, ESL instruction as preparation for skills training conducted in English is a widely available and visible option to program planners.

Bilingual vocational training (BVT) can be provided only if certain conditions are met. In addition to having the capability to provide ESL instruction, BVT programs must have bilingual skills instructors or translator aides. Moreover, as evidenced by the locations of BVT programs as shown in Appendix C, the programs usually develop in areas where there are rather substantial concentrations of limited English speaking persons. This pattern of development results from factors other than need alone, because limited English speaking populations exist in many areas without BVT programs. It appears that the areas with the highest concentration of need may have, in comparison with other locales, greater awareness of needs and more abundant resources for serving the limited English speaking in ways other than ESL training.

The traditional approach of providing ESL instruction as a prerequisite for skills training conducted monolingually in English has some potential drawbacks when applied to an adult population. First, ESL training should be geared specifically to the vocational training if the trainee is to remain motivated. Presumably, the person seeking vocational training is motivated primarily by the desire to acquire vocational, not language, skills. Second, if ESL training is not geared specifically to the vocational training, the types and amount of English learned may not be appropriate for functioning in the labor market and the job environment. Third, because of the above reason, ESL training as a prerequisite for skills training may be more costly than is required. Finally, if not reinforced quickly, English skills acquired may be lost. It cannot be assumed that trainees will have the opportunity to put their second language into practical use in their private lives because often they do not have extensive exposure to or interaction with the English speaking community.

The BVT approach has the potential of avoiding the types of problems associated with the other approaches. The bilingual training approach can provide reinforcement of English skills by applying those skills immediately in the context of the vocational training--a context that is most meaningful to the trainee. The English language instruction can be geared to the trainee's needs, both in the training setting and subsequently in the labor market.

Importantly, bilingual training also has other characteristics not necessarily shared by the other approaches. Training conducted bilingually provides a bridge from what is known (the trainee's primary language) to what is to be learned (an occupational skill and a new language). Bilingual training also allows skills acquisition to occur in a manner that is supportive psychologically and that is not destructive of cultural identity and values.

Yeshiva University's noted sociolinguist, Joshua Fishman, has classified different kinds of bilingual programs by the goals which are inherent in them.[1] Bilingual programs may involve "transitional" or "maintenance" approaches. The transitional approach uses the person's first language only as a bridge to the second. When English is learned, the primary language is dropped as a medium of instruction. The maintenance approach emphasizes the student's own culture and language throughout his/her educational experiences.

Of necessity, BVT programs must utilize a transitional approach to some degree. By the time training is completed and the trainee must enter the English-dominated labor market, he or she must be able to function in English to the degree required by the occupation that has been learned. Therefore, at some point before bilingual skills training is complete, the transition must be made to the use of English *to the degree required for the particular job and labor market environments to be encountered by the trainee.* This somewhat restricted requirement allows use of the maintenance approach also because the emphasis (in both language and skills training) can be placed on job-specific English skills, rather than total abandonment of the primary language.

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[1] Joshua A. Fishman, "The Implications of Bilingualism for Language Teaching and Language Learning," *Trends in Language Today*, Albert Valdman, ed. (New York: McGraw-Hill, 1966).

Any program that is bilingual does not deal simply with language and skills development. It assumes the responsibility of understanding "where an individual comes from." It works with a complete human being who is a member of a specific cultural minority that has its own rich history, values, and language. It has the responsibility of easing trainees into the "American mainstream" without losing their identity, building and maintaining a positive self-image, and assistance to help develop self-confident, self-directed persons who understand and can function in the dominant society without denying their own past.

A BVT program provides training in one's native language, as needed, while at the same time, recognizing the need for the person to perform in the English speaking world. The goal of such a program is to provide training to develop occupational skills to allow the trainee a greater degree of economic freedom. Such a program has the additional advantage of producing functionally bilingual individuals who are capable of using and applying their skills in a wider range of language/cultural contexts than either the non-English *or* monolingual English speaking individual.

With the advantages and potential benefits of bilingual occupational training, it is pertinent to ask why (as shown in the next chapter) it is not the predominant approach for training adults of limited English speaking ability. As ascertained in discussions with knowledgeable officials surveyed as part of this assessment and from a review of pertinent literature, some of the reasons are:

- a lack of skills training materials in non-English languages,
- a shortage of well-trained vocational instructors, capable of both teaching skills and teaching them bilingually,
- a lack of awareness of the needs of the target population by administrators and planners,

- a dearth of data regarding needs, and
- an apparent lack of awareness or interest in the advantages and potential of bilingual training.

To understand fully the last point, it is necessary to recognize the experiences of the target populations for BVT in the United States. For a very long period of time, the personal experience of being a member of a language minority was a negative one. No value was placed on the ability to perform, if that skill was performed in any language but English. This was (and still is) often the case even when the skill does not have a language component per se. In addition, somehow, speaking a different language was evidence of being "less American" and even "less intelligent." Such feelings are still quite prevalent in this country. As recently as 1973, the U.S. Commission on Civil Rights[1] reported on a situation in California in which non-English speaking parents and community members attempted to consult the Board of Education about community educational concerns. The Board denied these parents the right to consultation on the grounds that it was "un-American" not to speak English. A Civil Rights Commission investigator on the scene noted many statements equating patriotism and speaking English. The Commission noted that this, though extreme, was not an isolated case. This situation is further aggravated by highly subjective opinions about how much and what type of English is considered acceptable. Often English speaking members of minorities are believed to speak less English than they actually do or even to be less intelligent because of their accent. Ms. Kathy Fong, Executive Director of the Chinese for Affirmative Action, has pointed out that while some European accents, such as French or British, are considered romantic or sophisticated, Asian accents, particularly Chinese, are often considered ignorant or unacceptable. This can also be said, in large part, about the Spanish accent in the Southwest.

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[1] *Educational Neglect of Mexican American Students in the Lucia Mar Unified School District, Pismo Beach, California.* A Report of the California State Committee of the U.S. Commission on Civil Rights, January, 1973.

The assumption that a lack of English speaking ability is indicative of a lack of intelligence is widespread. Many times the student who speaks English well enough to communicate on a rudimentary level does not understand it well enough to follow a series of detailed instructions, much less to grasp complex or abstract concepts or principles. Much intellectual capacity is consumed in merely translating instructions and explanations and trying to keep up with the speaker. In addition to learning simply the vocabulary and structure of English, any new language, learned as an adult, involves learning a new conceptual system as well. Languages differ in their efficiency at expressing various ideas and concepts and mastering these differences is one major component of adult language learning.[1] This often results in the appearance of slowness or a lack of intelligence. An example of such a problem is illustrated by Ms. Ellen Hillaire, an instructor in a community college and a recipient of a White House Fellowship who possesses three degrees in Sociology and Anthropology, Social Work, and Education. She described an early diagnosis of herself as mentally retarded:

> Most of the Native American students fail in White terms, even if they are successful in their own native traditions. I think I am an example of this type of situation. I was kicked out of school when I was in the third grade because they said I had an IQ of 72, insufficient to be [educated]. So they talked my parents into taking me out of school, because it would hurt me more to go to school

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[1] R.C. Gardner and W.E. Lambert, *Attitudes and Motivation in Second Language Learning* (Rowley, Mass.: Newbury House, 1972).

> and have the ridicule than it would not to have been in any school at all.....[1]

In at least one of the programs located in the present study, the bilingual training of limited English speaking trainees is administered by the program for educably mentally retarded.

A further, and most pervasive, problem is the result of the non-standard dialects often spoken by non-English speakers. The fact that non-English speakers sometimes speak a non-standard dialect of their own language often makes people think they are incompetent in their own language and that, therefore, it is pointless to teach bilingually.

According to current psycholinguistic research, however, "The speaker of a non-standard dialect is not 'confused' or 'wrong' when his speech differs from the standard dialect, but he is actually using a different language system."[2] Several recent publications summarizing linguistic research relevant to bilingual education and training[3] have noted that linguists agree that non-standard dialects are *not* distortions of the standard dialects of the same language. According to linguistic standards *all* Americans speak a non-standard dialect of English. Further, none of these dialects is superior or inferior to others, standard or otherwise. Current linguistic research has established that there is virtually no

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[1] *Report on Indian Education, State of Washington.* A Report of the Washington State Advisory Committee to the U.S. Commission on Civil Rights, February, 1974, p. 25.

[2] Troike, R.C. and Saville, M.R., *A Handbook of Bilingual Education,* Rev. Ed., Washington, D.C.: TESOL, 1971.

[3] For example, T. Anderson and M. Boyer, *Bilingual Education in the United States,* Vol. I (Austin, Texas: S.W. Educational Development Lab, 1970); E. Garcia, "Chicano Spanish Dialects and Education," *Aztlan,* Vol. 2(1), Spring, 1971; and *Toward Quality Education for Mexican Americans,* Report VI: Mexican American Education Study, A Report of the U.S. Commission on Civil Rights, February, 1974.

"primitive" or "inferior" language system.[1] Virtually all known modern language systems (including dialects) have the same basic structural components and functions. Language systems may (and often do) fulfill these functions differently, but they all fulfill them. Since the surface structure of language systems differ, certain specific ideas and concepts will be more easily and directly expressed in some languages than in others,[2] but linguists have, to date, been unable to determine that *any* language system (standard or non-standard) has an overall advantage over any other. The currently popular notion, then, that adult speakers of non-standard dialects do not speak their own language well is based upon the assumption that "their own language" is the standard dialect, when "their own language" is a different, but viable, dialect which, in fact, they speak quite well. It is the ignorance of the teachers, educators, and trainers that has caused this misunderstanding, not the non-English speaker. These assumptions, that speaking a non-English language, especially a non-standard dialect of that language, makes one "less American" or "less intelligent," have created a negative self-image for many non-English speaking persons; and this has further limited their quest for advancement in education, training, and employment in this nation.

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[1] R.W. Langacker, *Language and Its Structure*, New York: Harcourt, Brace and World, Inc., (1968).

[2] The structures of some languages, for instance, lend themselves well to precise descriptions of time and distance parameters (English and Russian), while others do not (Hopi); and some lend themselves well to complex, highly intricate philosophical and symbolic concepts (Arabic, Farsi), while others do not (English).

III

RESPONSES TO THE NEED

The following discussions and analysis focus on the legislative and programmatic responses to the needs identified in the previous chapter. The discussion of programmatic responses draws heavily from the information collected during the inventory of BVT programs.

LEGISLATIVE RESPONSES

The problems of workers and potential labor force participants resulting from a lack of English speaking ability are not of recent origin; however, legislative responses to these problems are relatively recent. There are two strands of Federal legislation that address these problems: (1) laws dealing with employment and training programs, and (2) vocational education laws. Each of these is discussed below.

Employment and Training Legislation

Modern employment and training legislation dates from the passage of the Manpower Development and Training Act (MDTA) of 1962. That legislation focused on the skills training and retraining needs caused by advancing technology, automation and skills obsolescence. These needs were and are important, but the needs of other groups also contribute significantly to structural labor market problems. One broadly defined group is "disadvantaged workers" served eventually through MDTA and through programs authorized by the Economic Opportunity Act (EOA) of 1964. The "disadvantaged" worker has been the subject of several programmatic definitions, but essentially that target group includes the chronically unemployed and underemployed who have income below the poverty threshold and are members of racial and ethnic minority groups, who have low educational levels, and who are in the young adult or older age groups. Many persons of limited English speaking ability who are actual or potential members of the labor force fall within the "disadvantaged" classification. Thus, the programs established under the provisions of MDTA and EOA sometimes served persons of limited English speaking ability.

Several employment and training programs were established in the mid- and late-1960's in which persons of limited English speaking ability were enrolled and in which skills training was offered. These programs included MDTA skills training classes, Job Corps, Concentrated Employment Program, Operation Mainstream, Neighborhood Youth Corps, New Careers, Public Service Careers, and others. Additionally, some special programs were created that enrolled primarily workers of Spanish origin. These latter programs included: (1) migrant and seasonal farmworker programs, and (2) MDTA-institutional training and other Jobs for Progress projects operated by Project SER (Service, Employment, and Redevelopment).

Neither the MDTA nor EOA legislation specifically authorized or mandated bilingual training or bilingual services for program enrollees, and neither of these Acts designated persons of limited English speaking ability as a specific target group. Programs authorized under these Acts, however, could clearly, and sometimes did, serve limited English speaking workers and provide bilingual services.

The most comprehensive single piece of Federal employment and training legislation passed to date is the Comprehensive Employment and Training Act (CETA) of 1973. CETA consolidates and draws its features from prior employment and training legislation, including MDTA, EOA, and the Emergency Employment Act of 1971. Its purpose is to provide training and employment opportunities for the economically disadvantaged, the unemployed, and the underemployed.[1]

The passage of CETA marked the culmination of trends toward decentralization of the control of employment and training efforts and away from prescribed, categorical programs. In fact, however, CETA represents a compromise between Federal and State/local control of the total employment and training effort. Title III of CETA authorizes certain categorical programs, including those for migrant and seasonal farmworkers, while title IV retains the Job Corps program. Title I authorizes State and local governments, as prime sponsors, to design and operate employment and training programs, within the broad purposes and provisions of the act, to meet local needs. Five percent of the funds available under title I are granted to Governors to provide vocational education services through State vocational education boards, under agreements with prime sponsors.[1]

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[1] Comprehensive Employment and Training Act of 1973, P.L. 93-203, Sec. 2.

In Title I of CETA, the Congress identified limited English speaking persons as a prime target group, stating that plans submitted by prime sponsors provide[2]

> assurances that to the maximum extent feasible manpower services, including the development of job opportunities, will be provided to those most in need of them, including low-income persons and persons of limited English speaking ability, and that the need for continued funding of programs of demonstrated effectiveness is taken into account in serving such groups and persons.

Title III of CETA mandates the Secretary of Labor to "provide additional manpower services as authorized under Title I and II [public employment programs] to segments of the population that are in particular need of such services, including ... persons of limited English speaking ability."[3] Title III states further that with respect to limited English speaking persons, the Secretary of Labor shall:[4]

> ... ensure that participants are provided with manpower training and related assistance and supportive services ... designed to increase the employment and training opportunities for unemployed and underemployed persons of limited English speaking ability, including (a) the

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[1] *Ibid.*, Sec. 112.

[2] *Ibid.*, Sec. 105 (a) (1).

[3] *Ibid.*, Sec. 301 (a)

[4] *Ibid.*, Sec. 301 (b)

> teaching of occupational skills in the primary language of such persons for occupations which do not require a high proficiency in English, and (b) developing new employment opportunities... and opportunities for promotion ... for such persons, including programs for the dissemination of ... information ... job placement ... counseling assistance, and the conduct of training and employment programs, in the primary language of such persons, as well as programs ... to increase [their] English-speaking ability ...

Special manpower programs for Native Americans and migrant and seasonal farmworkers also are authorized under title III; both of these groups contain many persons of limited English speaking ability.

The Job Corps program, begun under EOA, is retained under Title IV of CETA. Job Corps enrolls "low-income disadvantaged young men and women" in residential and nonresidential centers and provides them with vocational training and a variety of other services, including counseling and remedial education. Youth of limited English speaking ability, although not named specifically in title IV, obviously constitute part of the target group and many enroll in Job Corps.

Vocational Education Legislation

The Vocational Education Act (VEA) of 1963, as amended,[1] authorizes Federal grants to States for vocational education programs. Among the persons these programs are to serve are:[2]

> ... those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, [and] those with special educational handicaps ...

Part B of title I authorizes vocational education programs for "persons of all ages in all communities of the States" to insure that "programs for career vocations are available to all individuals who desire and need such education and training." Various types of programs are authorized under part B, including[1]

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[1] *A Compilation of Federal Education Laws, As Amended Through December 31, 1974*, Joint Committee Print for the House Committee on Education and Labor and the Senate Committee on Labor and Public Welfare, 94th Congress, 1st Session (Washington: Government Printing Office, 1975), pp. 481-516.

[2] *Ibid.*, Sec. 101.

> vocational education for students of limited English speaking ability ... carried out in coordination with ... bilingual adult education programs ...

Part C of title I authorizes research and demonstration projects which can include bilingual vocational education projects.

Programs funded under the VEA may be operated under public "supervision and control" by State Education Agencies (SEAs) or related training agencies and Local Education Agencies (LEAs), and may be offered through high schools, junior colleges, community colleges, universities, and technical or vocational schools. In short, the VEA funds, in part, the nation's traditional public vocational educational system.

Part B of the VEA *authorizes but does not mandate* bilingual training for adults. A mandate for bilingual training is found in the recently enacted part J of the VEA. The Congress notes that individuals of limited English speaking ability suffer because they are not able to profit from (traditional) vocational training and because of resulting unemployment and underemployment. The nation suffers because there is a critical shortage of trained personnel in vital occupational categories which could be alleviated if persons in this group had adequate training opportunities.[2] Funds are authorized under part J both for persons entering the labor market and for those who require retraining.

Clearly, the Congress intended for programs funded under part J to enroll persons who, because of their limited English speaking ability, would be unable to succeed in existing occupational training programs. Therefore, part J programs were intended not merely for the purpose of providing bilingual training, but to provide it for persons unable to cope with training conducted monolingually in English.

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[1] *Ibid.*, Sec. 122(a)(4)(c).

[2] *Ibid.*, pp. 513-516, and Educational Amendments of 1974, P.L. 93-380.

PROGRAMMATIC RESPONSES

As indicated in the discussion of legislation, Congressional attention to the problems of limited English speaking workers is intensifying, and in the past several years the Congress has addressed these problems with increasing specificity. In line with the Congressional authorizations and mandates, the survey to identify BVT programs reveals that only eight organizations currently conducting such programs have done so for 8 years or longer.[1]

In attempts to fulfill the employment and training needs of limited English speaking persons, a variety of services and approaches have been utilized. These relatively recent BVT and non-BVT (but bilingual) services and approaches are discussed next.

The discussions are arranged into the major program areas suggested by the legislation and include the administrative responses. The discussions following draw heavily from the information contained in the program inventory, from program documents and administrative guidelines, and from interviews with officials of DHEW, USDOL, other Federal agencies, and SEAs.

CETA Title I Programs

Title I CETA prime sponsors are required in their annual Project Operating Plans, to describe "how persons of limited English speaking ability will be served if they represent a significant portion of an applicant's (prime sponsor's) program."[1] When such persons are served in significant numbers, CETA Rules and Regulations require prime sponsors to develop operating plans for:

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[1] Descriptions of the characteristics of BVT programs, by State are provided in Appendix C.

1. Teaching occupational skills in the primary language for occupations which do not require a high proficiency in English;
2. Conducting training and employment programs in the primary language;
3. Developing new employment opportunities for persons limited in English;
4. Developing opportunities for promotion within existing employment situations;
5. Disseminating appropriate information and providing job placement and counseling assistance in the primary language, and
6. Conducting programs to increase English speaking ability.[2]

A review of most of the CETA prime sponsor plans conducted as part of this assessment revealed that the plans varied widely in their treatment of services to persons of limited English speaking ability.[3] The overwhelmingly common response by title I prime sponsors with either low or high proportions of limited English speaking enrollees was to provide ESL training for these persons, usually through an existing ESL program. This was also the predominant approach used by State Vocational Education Boards with the five percent CETA set-aside grants.

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[1] CETA Rules and Regulations, Federal Register, Vol. 40, No. 101, May 23, 1975, p. 22689.

[2] *Ibid*, p. 22694.

[3] Many of the plans reviewed for either Fiscal 1975 or 1976 were prepared before the above-cited Rules and Regulations were published.

Some CETA programs include BVT, and some include a wide variety of bilingual employment-related services. Several CETA sponsors contract with minority organizations for these services. Local Spanish organizations and Project SER often provide such services as outreach, recruitment, orientation, and job placement. Project SER often is a CETA contractor for ESL training. In some CETA programs, prevocational and adult education (basic or remedial) are offered bilingually. Bilingual cultural awareness classes are available in some programs. In a few programs, Project SER or other organizations provide placement services for program completers or for the on-the-job training component. Many prime sponsors have hired bilingual staff, and some have neighborhood centers staffed entirely with bilingual persons.

Very recently (December 4, 1975), USDOL announced the availability of title III funds for use by title I prime sponsors to provide manpower services designed for persons of limited English ability. Proposals were requested from prime sponsors in all of the 50 States in the announcement. According to USDOL program memoranda, the monies may be spent for BVT and other bilingual and language training activities. Because of the established approaches for the limited English speaking discussed above, it is expected that these new programs will be similarly diverse, but an effect will be to increase the number of BVT programs.

CETA Title III Programs

As noted in the discussion of the legislation, Title III of CETA authorizes a number of programs, including some that serve limited English speaking persons. These latter programs include those for migrant and seasonal farmworkers and Native Americans.

Although there are few instances of training that qualifies strictly as BVT, bilingual services of various kinds are common in migrant and seasonal farmworker projects. Not all of these projects offer occupational training for gainful employment. However, those that do most often have instructors who are bilingual in Spanish and

English. Although these projects were not surveyed directly for this assessment, the contractor is aware (through a separate study of the effects on farmworkers of the services received in these projects) that most instruction in these projects, vocational or otherwise, involves the use of both English and Spanish. This is true for the variety of services offered: adult education, job referrals, counseling, housing, day care, health, and others.

The migrant and seasonal farmworker projects and State Migrant Councils are involved in activities related to CETA Title I programs in some States. These relationships include the provision to CETA Title I sponsors of referral services and ESL training.

A survey of selected Indian CETA prime sponsors revealed few BVT programs. A consortium of tribes offers a BVT program in arts and crafts in the Southwest, and at least one Indian group in the Northeast is planning a BVT program. Bilingual occupational training apparently has been provided in the past on the Navajo Reservation, but no such programs reportedly exist now.

Job Corps (CETA Title IV)

The Job Corps enrolls limited English speaking youth at Job Corps Centers. Several Job Corps Centers have been especially designed in recent years to accommodate and serve Spanish speaking enrollees. These special Centers are of two principal types in which (1) ESL training is provided concurrently with vocational training in English, and (2) bilingual training is provided concurrently with supplementary ESL instruction.[1] The Centers in the first group are in New York City; Camp Atterbury, Indiana; and Keystone, Pennsylvania. The Second group contains Centers at El Paso and Killeen, Texas; Albuquerque, New Mexico; Lawton, Oklahoma; San Jose, California; and Phoenix, Arizona.

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[1] A Puerto Rican Job Corps Center teaches Spanish to enrollees who have returned from the mainland and who have forgotten their native language.

Job Corps outreach efforts in recent years have included recruitment of Spanish speaking enrollees with limited ability in English from various parts of the country, usually under contract with Mexican or Puerto Rican organizations. These recruits are assigned to one of the Centers listed above, many of which are residential. In addition to vocational training, which is conducted bilingually or monolingually in English, all of these Centers have bilingual ESL instructors and counselors and other staff.

VEA Part B Programs

BVT programs operated under the Vocational Education Act are conducted by SEAs, LEAs (public schools), community and junior colleges, colleges and universities, and technical or vocational institutes. (These organizations also conduct training under Section 112 of CETA.) Most of the BVT programs contained in the inventory are operated by these types of organizations.

No State has a definite plan for planning or operation of BVT programs. BVT programs (those established prior to part J) appear to emanate from local needs and often are designed at the community college, community college district, school system, or technical institute level. In California, where the educational system is decentralized and the need for BVT is great, BVT programs for adults in some high schools, for example, are unknown at the school district level.

A few community colleges that emphasize occupational training leading to two-year degrees or certificates have converted basic courses (for example, the first semester or year) to bilingual instruction. This approach, coupled with concurrent English language instruction, enhances the capability of limited English speaking trainees to benefit from advanced skills classes.

In some States (for example, Texas, New Mexico, New York and Arizona) BVT often is provided, under VEA and other funding, on a de facto basis even though there are not large numbers of formally designed BVT programs. In these de facto BVT programs, non-English languages are used by bilingual instructors as they deem necessary with some or all of the trainees.

Part B programs often are coupled with programs funded by other sources. Combinations of several programs and funding sources can be and often are used to provide BVT.

VEA Part J Program

Part J differs from Part B in that the program is administered and project grants or contracts are awarded through USOE in Washington. State Boards of Vocational Education comment on Part J proposals submitted by local organizations but do not have a voice in the selection or operation of part J projects. These arrangements presumably reflect the national scope and nature of the problem being addressed by BVT programs.

As noted in the discussion earlier of legislation, part J mandates specifically the establishment of BVT programs to serve limited English speaking adults. Twenty-one projects with a total funding level of $2.8 million were begun during fiscal year 1976. These projects are located in nine States and Guam.

It is still too soon to determine or to comment upon the status of part J projects. No part J projects were fully operational before September, 1975. All of the part J projects are designed specifically to provide bilingual training and related instruction in English. The language groups served by part J projects are widely varied and include Spanish, French, Chinese, Italian, American Indian dialects, and Chammoro. Part J program staff and consultants provide training and technical assistance to project staff.

BVT PROGRAM CHARACTERISTICS

This account of BVT programs is based on the inventory conducted in late 1975. (See Appendixes D and E for additional detail.)

BVT programs, as defined for this study, were located in 20 States, with the heaviest concentrations of BVT activity in Arizona, California, Florida, Massachusetts, New Mexico, New York, and Texas. More than three-fourths of all programs located are in these seven states. Nearly 40 percent of them are in California alone. Other states with more than one BVT program are Connecticut, Illinois, Maine, New Jersey, Pennsylvania, and South Dakota. As would be expected, the populations of these States have high proportions of immigrant and/or indigenous non-English speaking persons. Most of the programs located are local or sub-State programs, the major exception being the National Job Corps program.

The organizations sponsoring these programs cover a considerable range of types of educational institutions and public agencies, but are most frequently school districts and junior or community colleges, ethnic or special interest groups, and manpower agencies. Very few (four percent) are sponsored directly by SEAs. For the most part, the organization sponsoring the program also does the training. Those programs which have been in operation for the longest periods of time are concentrated in those States with the greatest number of programs (which are also among those States with the highest concentration of apparent need).

BVT programs were found to be available in at least 18 different languages and language dialects. The overwhelming majority of programs, however, are for Spanish speaking populations, primarily Mexican. As might be expected, Spanish (Mexican) programs are concentrated in the Southwest (California, Arizona, New Mexico and Texas), while Spanish (Puerto Rican and Cuban) programs are concentrated in Massachusetts, New York and Florida. There are a few other Spanish programs throughout the country, including several for migrant workers. Next to Spanish, Chinese and Vietnamese are the most frequently found languages. Programs for Chinese are found exclusively in New York and California, while the Vietnamese programs are more scattered. There are a very few Filipino and American Indian programs throughout the country. Additionally, there are isolated cases of French, Korean, Portuguese, Samoan, Yiddish, Russian and Arabic. A number of programs (more than one-fifth of the total) are engaged in training more than one language group. These are most frequently Spanish and Chinese or Vietnamese, and generally, different language groups are taught in separate classes. If instructors are not multilingual, translators generally are used in these programs.

At least 66 different specific occupational areas are represented in the vocational offerings of the BVT programs. The heaviest concentrations are found in trade and industrial occupations (50 percent) and in business and office occupations (29 percent). Although the majority of programs fall into traditional vocational areas, there are many offerings in technical and paraprofessional occupations, particularly in the health field. Moreover, many programs offer training in a variety of vocational areas.

The duration of training varies as widely as does the range of courses offered, and generally depends on the level of skill intended. About one-half of the programs located have at least some open entry/open exit courses of no fixed duration for individual trainees.

The number of limited English speaking trainees served in these programs varies greatly, ranging from five to 2,200 at a time. The *median* number of trainees enrolled at one time appears somewhat more than 50. The *mean* number of trainees enrolled in or completing training annually cannot be estimated accurately because of the turnover of trainees through dropping out, multiple course offerings and cycles throughout the year, open entry and exit, etc. Based on the data that are available, it appears that the mean number of persons served but not necessarily completing training (that is, training "slots") may exceed 100 per program. A very rough estimate of the total number of limited English speaking persons enrolled at any given time in the identified BVT programs is about 13,000-14,000.

The programs enrolling the largest numbers of trainees are some of the Job Corps Centers and a large program in Dade County, Florida, which serves limited English speakers from any part of the State.

A large majority of the programs located do not require trainees to speak or read any English upon entry into the program, but programs are about equally divided on whether skills courses are taught predominantly in English or the trainees' language. This apparent discrepancy exists, because most entrants into many programs do speak *some* English, thus allowing the courses to be taught partially in English. These programs are equipped, through bilingual instruction to handle the non-English speaker. Nearly all of the programs located have bilingual instructors and some also use translators. In a few cases, usually where an esoteric language is involved, monolingual English speaking instructors teach through bilingual instructor aides. Programs are about equally divided regarding whether job-specific or overall English language skills are stressed, and this appears to depend largely upon the language needs of subsequent job possibilities in the area of training. In addition, most programs offer separate ESL classes on either a required or an optional basis.

In summary, a wide range of programs in terms of both language group and training area were located in 20 States. Although many of these programs offer training in traditional skill areas, many also offer training in new and emerging skill areas. These are, for the most part, relatively new programs and they vary widely in size and composition. Language training depends primarily on job needs and advanced training is usually available, on an optional basis.

ADEQUACY OF THE RESPONSES

Vocational education and employment and training legislation has been increasingly responsive in recent years, to the needs of limited English speaking adults in the United States. The survey conducted as part of this assessment indicates also that various services including BVT, for adults of limited English speaking ability provided by training and employment programs are on the increase. The increase in recent years of such bilingual activity can be accounted for largely by CETA and VEA legislation. In some notable instances, however (especially in California, Florida and New York but in other States as well), BVT and related programs appear to have developed on the basis of local needs substantially without Federal impetus.

Qualitative or evaluative analysis of BVT in the United States at this time would be largely judgmental, impressionistic and based on data that to this point in the assessment are not designed for evaluative purposes. Therefore, such analysis is now inappropriate and must await the design and implementation of a BVT evaluation study.

Crude estimates are possible at this time, however, regarding the adequacy of BVT efforts in a quantitative sense. Notwithstanding any inaccuracies in the estimating processes, it is apparent that BVT efforts currently fall short of serving the number of limited English speaking adults who need vocational training.

The estimate presented above places the number of BVT program trainees at about 13,000 at any given time. Estimates of the number of limited English speaking persons enrolled in CETA nationally in its first full year of operation are as follows:[1]

Title I	46,200
Title II	18,200
Title III	7,200
Total	71,600

Since some CETA Title I programs were included in the survey conducted as part of this assessment, the two sets of numbers are not additive. Therefore, assuming perhaps 3,000 persons are double counted, the total number of limited English speaking persons served by CETA and other major manpower and training institutions in the past year probably falls in the range of 80,000 to 90,000. Not all of the limited English speaking enrollees in CETA programs receive vocational training. Thus, the total number of such persons who receive vocational training probably represents only a fraction, perhaps a modest proportion, of the universe of need.

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[1] Extracted from CETA Progress Report, Fiscal Year 1975, prepared by Office of Administration and Management, USDOL. Title II and VI are public service employment programs. Some Title I enrollments overlap with those included in the count obtained during the survey for this assessment.

A common definition of "limited English speaking ability" was not used for these CETA estimates. The estimates are an aggregation of reported numbers of CETA prime sponsor staff who place enrollees in the limited English speaking category if, in the staff's judgment, they belong there. These decisions are based, presumably, on the enrollees' facility with English in intake interviews and other enrollee-staff interactions.

IV

CONCLUSIONS

The findings of this assessment, including the program inventory and the literature review, highlight a number of issues of importance to the future planning and development of BVT efforts. Conclusions to be drawn from this assessment, both from its implementation and its findings, include the following:

1. Collection of data from SEAs regarding BVT programs is a feasible, albeit costly, method of compiling a program inventory. State agency officials frequently had to not only search their records, but contact potential programs in their States to identify programs and to collect even simple program data. Some SEAs even conducted rather comprehensive surveys to aid in this inventory and for their own purposes.

2. Some State officials had difficulty in responding to the survey because the concept of BVT appears not to be widely understood. ESL training and other bilingual activities sometimes were thought to be BVT or to fill any need for BVT.

3. English language instruction prior to or concurrently with vocational training in English appears to be the most common method in most parts of the country for providing skills training to adults with limited ability in English.

4. Data are scarce relative to either the vocational needs or the numbers of limited English speaking adults. Traditional methods of determining needs and enumerating persons, such as the national census,

have not been effective with respect to limited English speaking persons. Efforts to enumerate the limited English speaking population are very recent.

5. Some service delivery organizations and referral agencies appear to be unaware of BVT programs even when programs are nearby. It appears that some BVT programs have not "spread the word" adequately regarding their existence and their activities.

6. Some survey respondents were interested in learning of BVT activities in other locations, indicating both a lack of knowledge of and a latent interest in BVT programs.

7. The literature is sparse relative to bilingual training needs, methods and approaches, and effectiveness. Most of the "bilingualism" literature concerns children, and references to adults are often in very general terms. Moreover, this literature contains few references to vocational education.

8. Interest and activity in bilingual occupational training is increasing, but the total effort is still far short of fulfilling the potential demand or need for BVT.

9. The Congress and national program administrators have in recent years responded somewhat with actions to increase the level of BVT activity. The same conclusion applies generally to the States, but the intensity of State responses varies widely.

10. There appears to be little information exchange currently among the States and programs involved in BVT. Transfer of knowledge and experience in this field is not practiced widely or frequently. No

professional organization exists of persons in the BVT field. Many models probably exist on which future BVT activities could be based if adequate study and information exchange were accomplished.

11. Little reliable evidence is available on the merits of various combinations of English language instruction and bilingual skills training relative to the skills and language requirements of specific jobs.

Bilingual vocational training for adults, as a formal programmatic approach, is in its infancy. The findings of this assessment highlight the necessity of continual assessment as bilingual training develops into an accepted and increasingly widespread approach for preparing limited English speaking adults for the labor market.

APPENDIX A

DATA COLLECTION PROCEDURES

This appendix contains discussions of the procedures employed to collect and analyze data to achieve the objectives of the first phase of the study. The procedures are discussed first for the program inventory and then for the literature review.

PROGRAM INVENTORY

Data collection at the State level was accomplished primarily through a telephone survey of State Education Agency (SEA) officials or officials of related agencies responsible for vocational education. The telephone survey was supplemented by data collection visits to States with the greatest numbers of BVT programs.

The procedure for conducting the BVT program inventory was as follows. First a preliminary determination was made of the information desired about identified programs. Then, a preliminary questionnaire form was designed for use in both the State telephone survey and the State visits. Originally, thought was given to developing two versions of the questionnaire: (1) a basic brief form for collecting minimally adequate data from the telephone survey, and (2) an expanded, detailed form for collecting data during State visits. Pre-tests of the form and of data collection procedures, however, indicated that a single, rather abbreviated questionnaire was appropriate for both the State visits and the telephone survey.

Reconnaissance visits were made to two Federal regional office cities (Region VI, Dallas and Region IX, San Francisco) by the KAI Project Director and other project staff, the USOE Project Monitor, and the USDOL Assistant Project Monitor. The regional office visits were for the purpose of obtaining from knowledgeable officials and from records:

- an overview of BVT activities and approaches in each state within the region,
- leads on specific BVT programs,
- an understanding of the structure of each SEA,
- an identification of any relevent literature on target populations or bilingual training.

The regional office reconnaissance visits revealed that these purposes generally could be fulfilled. During these reconnaissance and subsequent regional office visits, conversations regarding the above topics were held with the DHEW Regional Manpower Coordinators, USOE Senior Vocational Education Officers, USDOL Deputy Regional Employment and Training Administrators, and other officials, as appropriate, in both USOE and the Employment and Training Administration of USDOL. In each regional office of either DOL or DHEW, the KAI staff reviewed Title I Project Operating Plans of State and local prime sponsors of CETA programs. These reviews provided leads on possible and actual BVT programs operated by or under contract with CETA prime sponsors. Additional details were then sought on these programs from CETA Federal Representatives in the DOL Regional Offices and/or vocational education officials in the States.

Eight of the 10 USOE and DOL regional offices were visited, while two (Region IV, Atlanta and Region VII, Kansas City) were surveyed by telephone because of early indications that few States in those Regions have BVT activity. Discussions were held in person or by telephone with approximately 200 officials at the regional level, including CETA Federal Representatives. Approximately 350 CETA Title I Project Operating Plans were reviewed.

Reconnaissance and pre-test visits were made to two States: New Mexico and Texas. Additionally, a telephone pre-test of the questionnaire was conducted with State officials in Ohio. A telephone pre-test was attempted in Florida; however, that pre-test was not completed as State officials decided to undertake a survey of BVT programs within Florida both for their purposes and purposes of this study. (The information from the Florida survey was used subsequently to compile the inventory for that State.)

Following the reconnaissance visits and the questionnaire pretests, the questionnaire, including the screening procedure for identifying BVT programs, was submitted to USOE and the Office of Management and Budget for approval. The approved questionnaire used in the survey is included as appendix B of this report.

Each regional office visit (or telephone survey) was completed prior to contacting SEAs within the region. The Directors of Vocational Education (or equivalents) in each State then were contacted by KAI staff for the purpose of inventorying BVT programs. In addition to the State Directors of Vocational Education, discussions were held in most States with other staff members, including, for example:

- Vocational Education Special Needs staff,
- Vocational Education CETA staff,
- Vocational Education Field or Area Representative
- Post-secondary (Community College or Junior College) officials, and
- Bilingual Education staff.

All reasonable leads furnished by the State Directors of Vocational Education and the other officials were followed. The State officials contacted in many States obtained information that was not readily available regarding BVT programs from other State agencies, LEAs, and other organizations. Approximately 200 State officials were interviewed.

Discussions were held with many of the respondents regarding the general nature of BVT in the States, the prevailing philosophies toward BVT, related bilingual activity, the need for BVT, and future plans, if any, for BVT. Such discussions were held in person with various State officials in the States visited by KAI staff: California, New Mexico, New York, and Texas.

LITERATURE REVIEW

As earlier noted, available literature is sparse on BVT and BVT needs. Thus, the literature search and review focused on several discrete subject areas, including:

- bilingual education,
- vocational training,
- labor market and occupational problems of immigrants and language minority groups,
- employment and training programs,
- education and training legislation,
- linguistics and psycholinguistics,
- ethnic and racial minority groups, and
- relevant statistical data on demographic, socio-economic and labor force characteristics of minority language groups, languages spoken by these groups, etc.

The topical areas are quite broad, and it was necessary, of course, to review and cull a substantial amount of irrelevant literature. To the extent possible within the scope of this study, the relevant literature and statistical data have been analyzed. An annotated bibliography of selected works comprises Volume II of this report, and Volume III presents the findings of the literature search.

Books, reports, articles, special studies, statistical data and series were identified by consulting the following sources:

- *Education Index*,
- ERIC *Current Index to Journals in Education*,
- ERIC *Research in Education*,
- AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education),
- *Social Sciences Index*,
- *Humanities Index*,
- *Language and Language Behavior Abstracts*,
- *Language Teaching and Linguistics*,
- *Sociological Abstracts*,
- *Psychological Abstracts*,
- *Dissertation Abstracts*,
- *Work Related Abstracts*,
- *Census Users Guide*,
- *Statistical Reporter*,
- CIRF *Abstracts*,
- National Technical Information Service (NTIS),
- Various bibliographies and
- Current reviews of literature on selected topics.

In order to develop a basic understanding of the extent, nature, and sources of the literature, discussions were held with officials of the following organizations:

- USOE National Center for Educational Statistics, and other offices in DHEW,
- Employment and Training Administration and other offices in USDOL,
- Bureau of Indian Affairs, U.S. Department of the Interior,
- State offices for Vocational Education,
- Bureau of the Census, U.S. Department of Commerce,

- U.S. Commission on Civil Rights,
- Various research organizations, and
- Various coalitions and interest groups providing or knowledgeable of BVT and related bilingual activities and knowledgeable of the target groups for BVT.

Much of the identified literature was obtained or reviewed at the following places:

- DHEW Department Library,
- USDOL Library,
- Educational Research Library, National Institute of Education,
- Library of Congress,
- Center for Applied Linguistics Library,
- University of Rochester Library,
- University of New Mexico Library, and
- Lauinger Librarv, Georgetown University

APPENDIX B

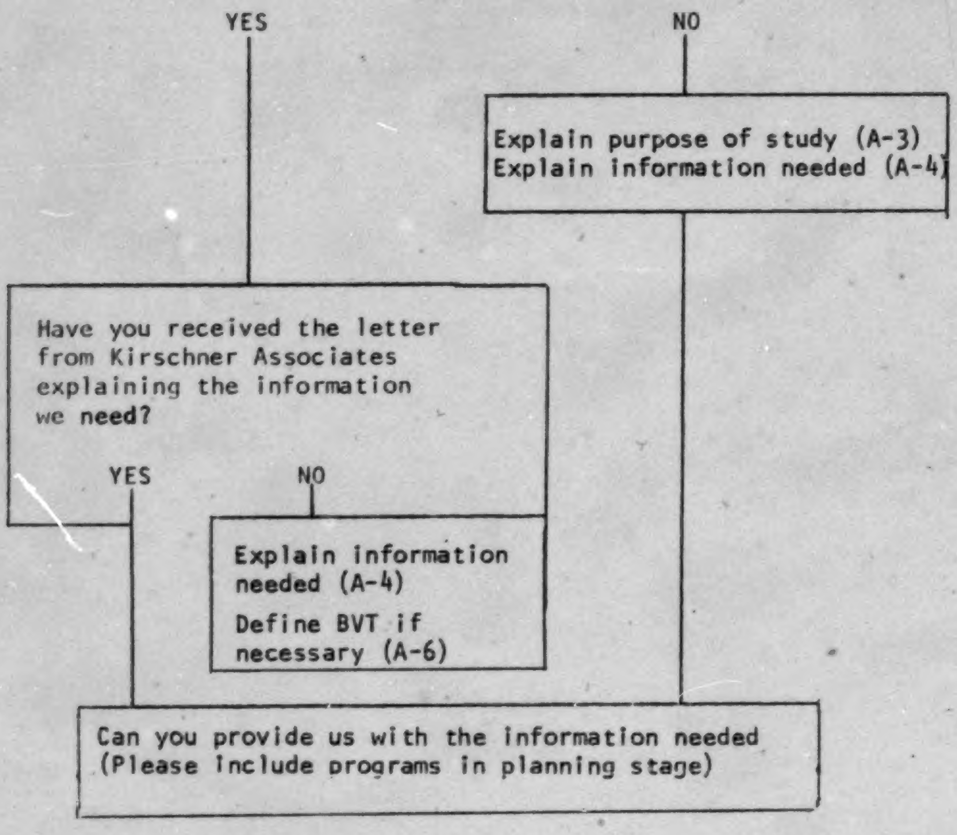
QUESTIONNAIRE

A. SCREEN PROCEDURE

Record all contacts, call-back appointments, referrals, etc. on telephone contact logs.

A-1. Introduction

(Mr., Mrs.) ______________________________, my name is ______________________________. I represent Kirschner Associates, Inc., a private, national consulting firm. We are presently under contract with the United States Office of Education to assess the status of bilingual vocational training programs throughout the country. Have you been notified about this project?



Explain purpose of study (A-3)
Explain information needed (A-4)

Have you received the letter from Kirschner Associates explaining the information we need?

Explain information needed (A-4)
Define BVT if necessary (A-6)

Can you provide us with the information needed
(Please include programs in planning stage)

OMB Clearance No. 51-S75065
Exp. 4/76

Program #_____of_____

BVT

State Questionnaire

State ____

Program ______________________________________

Initial Contact ________________________________

Position ______________________________________

Final Respondent _______________________________

Position ______________________________________

Phone ____

OMB Clearance No. 51-S75065
Exp. 4/76

BVT

PROBE SEQUENCE FOR

"Defacto" Programs (A-5)

Are you aware of any programs offering group instruction in skills appropriate for gainful employment at the semi-skilled, skilled, technical or sub-professional level (vocational training) and which also:

1. Have a number of trainees with language difficulties -- who speak English as a second language -- who have limited English speaking abilities?

Yes ↓

No: Obtain a referral, if appropriate. If no referral, terminate probe.

2. Offer training specifically in English speaking skills -- either in special classes or in conjunction with job training?

Yes ↓

No: Obtain a referral, if appropriate. If no referral, terminate probe.

3. Are funded, at least in part, through public funds?

Yes: Proceed to program inventory. Obtains referrals as appropriate.

No: Obtain a referral, if appropriate if no referral, terminate probe.

OMB Clearance No. 51-S75065
Exp. 4/76

State ______________

Part B
INVENTORY OF BILINGUAL
VOCATIONAL TRAINING PROGRAMS

A. Basic Descriptors

1. Name of person providing information:

____

A. Position ______________________________________

B. Address and/or Phone ____________________________

____

(interviewer: If this individual is not able to give you all the information and it is necessary to get some information from another source, asterisk such items and identify source.)

2. Name of program ________________________________

3. Address of program ______________________________

____

4. What specific geographical area is this program meant to serve? (i.e., state, county, district, city, etc.)

INTERVIEWER: (Code above answer - Post hoc:)

____ National
____ Regional
____ State
____ Multi-county (but sub-state)
____ Local (city or county)
____ Neighborhood or sub municipal
(e.g., model cities area, slum, Chinatown, etc.)

5. Is this program administered entirely as a free standing individual program or is it a component of some larger organization which administers several similar or related training operations?

____ Free standing
____ Component of larger program (specify)
____
____ Don't Know

6. Organization that sponsors program:

a. Name ____

b. Category

___ Secondary School district
___ State Department of Education
___ 4 yr. College or University
___ Junior or Community College
___ Junior College district
___ Ethnic institute or group (LULAC or AIM)
___ Government or pre-existing government agency (i.g., manpower skills center, city officer, county government, etc.)
___ Other (specify):
____

7. Name of organization conducting the training program:

a. Name ____

b. Category

___ Secondary School district
___ State Department of Education
___ 4 year College or University
___ Junior or Community College
___ Junior College district
___ Ethnic institute or group (LULAC, AIM, etc.)
___ Government or pre-existing government agency (e.g.: manpower skills center, city officer, county government, etc.)
___ Other (specify):
____

8. Number of years the training organization has been conducting Bilingual vocational training: ______

9. Target Population:

- ______ Spanish speaking
  - ______ Mexican
  - ______ Puerto Rican
  - ______ Cuban
  - ______ Other (Specify)
- ______ Phillippines
- ______ American Indian (specify: ______________)
- ______ Italian
- ______ Korean
- ______ Chinese
- ______ French (Specify: ____________)
- ______ Portuguese
- ______ Vietnamese
- ______ Other (specify: ____________)

10. To your knowledge, which of the following points is (are) part of the objectives of the program? (INTERVIEWER: Ask each item as a separate probe question)

- ______ Provide training or retraining for potential semi-skilled or skilled workers or technicians or sub-professionals?
- ______ Directed at persons 16 years of age or older?
- ______ Directed at persons who have limited English speaking capabilities?
- ______ Directed at persons who have completed or left elementary or secondary school?
- ______ Some training is conducted in the non-English language used by the trainees?
- ______ Instruction in speaking English is provided?

11. Do the specific goals of the program as regards English language ability include:

______ Increased competence in English language skills generally beyond simply an understanding of the job instruction, or merely

______ Improvement of job specific English language ability primarily in terms of understanding the job instruction, or are

______ Goals for language ability, per se, not specifically mentioned?

B. Program Content

12. What specific instructional areas are offered and what is the duration and type of instruction in each?

Specific Instructional Area (s)*	Duration of Training (for each area) in weeks	Number of hours per week	# of trainees enrolled at one time	# of classes per year
*INTERVIEWER: give very specific areas (clerk/sec., dental hygienist, geriatric aid, para legal, accounting, auto mechanics, cook, optician, etc., for now, and it will be coded later				

13. Are these classes open ended (i.e., an individual may come in at any point in the course) or closed (course has a definite starting and finishing time and must be taken from beginning to end)?

______ Open
______ Closed
______ Don't know

14. Which of the following supportive services is (are) offered by the program?

______ Needs assessment (testing, aptitudes, etc.) for individual trainees
______ GED
______ Basic remedial education?
______ Counseling (job, personal, cultural)
______ Special tutoring
______ Job placement
______ Day Care
______ Housing
______ Transportation
______ Student stipends
______ Other (specify):

____

C. Bilingual Component

15. Are applicants to this program required to speak or read any English at all in order to be accepted?

_____Speak ______Read ______No ______Don't Know

15a. Must applicants pass any kind of test in order to get into program?

YES ________ NO _______ Don't Know _______

Please describe:

16. Is the actual job training conducted in:

_______ Only the language other than English normally used by the trainees, or

_______ Both English and the (non-English) language normally used by the trainees but primarily in the trainees' language, or

_______ Both English and the (non-English) language normally used by the trainees but primarily in English, or

_______ In English only?

17. If training is conducted partially or wholly in the non-English language normally used by the trainees, is this done through a

______ bilingual instructor, or

______ a translator, or

______ both?

18. Is the training in English language skills obtained

(1) ______through job specific English training conducted within the job skills classes, (go to 19), or

(2) ______through referral to outside training or tutoring sources, (go to 19), or,

(3) ______through separate classes in English language skills?

18a. (if (3) then answer):

Is the emphasis in English language skills taught:

____ directly related to the jargon required for the job sought with overall English language ability secondary, or

____ does the emphasis go beyond job specific English and include overall English competence?

(4) ______ or is English language training not specifically a part of the curriculum - English being used only in situations in which the trainee might be expected to understand it?

19. Are both speaking and reading skills taught or only one or the other?

_____ speaking only
_____ reading only
_____ both
_____ neither
_____ Don't Know

D. Staff and Training

20. How many staff members does the program have? ____________

21. Does the state education agency provide for any sort of in- or pre-service training for the bilingual vocational training staff?

YES _____ NO _____ DON'T KNOW _____

21a. Please describe:

E. Impact Indicators

22. Does this program make reports to your office?
YES _____ NO _____

23. Do you have available any follow-up data on the trainees?
YES _____ NO _____ DON'T KNOW _____

24. What percentage of trainess actually finish the program?
____

25. What percentage of graduates are employed? ____________

26. What percentage of graduates are employed in training related jobs? ____________

27. Finally, we'd be interested in anything else you feel is particularly notable about this program.

CONCLUDING STATEMENT

(INTERVIEWER: If some of the information needed was unavailable through this respondent, ask the respondent for a referral to someone who might be able to fill in the rest).

I want to thank you very much for your time and patience in providing us with this informaion. It will, no doubt, be quite useful in helping us design an effective inventory.

Before the inventory is printed in its' final form, it will be sent back to the state for verification. At that time any corrections or refinements which seem appropriate can be made. We may not send the entire inventory - we may send only that part that concerns your state.

(INTERVIEWER: Enter amount of time spent in interviews: __________
Check whether this was:
______ the first call made to respondent, or
______ a call back after giving respondent time to locate the information).

27. Finally, we'd be interested in anything else you feel is particularly notable about this program.

APPENDIX C

PROGRAM INVENTORY AND DESCRIPTIONS

ALABAMA

No programs located. State officials reported that the State of Alabama has a small number of limited English speaking persons. A search of State agencies by the Director of Vocational Education revealed no programs aimed at that population.

ALASKA

No programs located. Consultation with the Director of Vocational Education, as well as other State officials who are knowledgeable about Native American programs, revealed that programs are not available in any non-English language, and that accurate statistical data on the number of persons in the State who are monolingual (in a non-English language) or whose fluency in English is insufficient for advanced technical training are not available. Vocational education officials further stated that they are presently trying to identify those secondary school students and adults who could benefit from BVT.

Native American program officials were also contacted and they indicated that nearly all Native American adults speak English fluently; only the very old and the very young were likely to be monolingual in any non-English language, and they were said not to be seeking vocational training.

ARIZONA

Six programs located. One of these, Job Corps, is a nationally administered program; four are joint efforts of the State Department of Education and/or the Community College system and private industry (needletrades), and one is operated by SER.

Pinal County Community College/Gila River Career Center Needletrades Program

As a part of the Gila River Career Center, the Arizona State Department of Vocational Education, in conjunction with the Pinal County Community College District and private industry, conducts a special bilingual needletrades class for Spanish speaking Mexican Americans in Sacaton. The career center has been involved in BVT for over 3 years. The program covers basic needletrades skills in a 6 week, full time class (40 hours a week) for 18 trainees at a time. The class is held year round on an open entry and exit basis.

Those admitted to the program are not required to speak or read any English, and the class is taught predominantly in Spanish by three bilingual instructors. The English language instruction given within the needletrades skills class is job specific. Since the object of the program is immediate gainful employment, the emphasis is on job skills and on-the-job communication requirements instead of overall English language ability.

The program reportedly has a rather high completion and placement rate (95 percent) because of its short duration and its direct ties with the needletrades industry. Industry personnel assist in the skills training.

Nogales Public Schools Needletrades Program

In cooperation with the Nogales Public School District's Career Center and private industry (Irvine Industries), the State Department of Education also administers a bilingual needletrades skills class for Spanish speaking Mexican Americans in Nogales which has been in operation for 5 years.

The Nogales program is a flexible, year round, open entry and exit training course serving from 12 to 20 trainees for a training period that varies from 3 to 6 weeks on the basis of individual needs. Some enrollees are receiving retraining or upgrading existing skills, while others are receiving initial skills training.

Enrollees are not required to speak or read any English to enter the program, but the course is taught predominantly in

English with translation when necessary by the bilingual instructor. In addition, 5 hours a week are devoted to bilingual skill tutoring and instruction for trainees whose English language problems restrict their ability to profit from training in English. The job specific English language instruction is informal and occurs in the context of the skills class.

Phoenix Job Corps

As a part of the nationwide Job Corps program, Teledyne, Inc., and local unions operate a Job Corps Center for Spanish speaking Mexican Americans in Phoenix.

The center offers a wide range of vocational courses, including electronics, clerical and business techniques, automotive repair and maintenance, and a variety of building trades. Training is provided on a full time basis, but the duration of training varies with the individual trainee. The total of 350 available trainee slots are usually full. The entire staff is bilingual, and the program has accepted both bilingual and monolingual Spanish speakers for over 5 years. Even though the training is conducted predominantly in English when possible, the staff is equipped to handle large numbers of monolingual Spanish speakers. Separate English language classes are available, and overall English language competence is stressed.

Pima College Bilingual Training Program

Pima Community College, in Tucson, has for the last 6 years operated a BVT program for Spanish speaking Mexican Americans. The program includes classes in electronics, auto mechanics, machine shop, secretarial skills, drafting, and small business management. Approximately 145 trainees are enrolled in these classes at one time. The classes are closed entry and exit and run on a semester basis.

Trainees are not required to speak or read any English upon entry into the program, and classes are taught predominantly in Spanish by bilingual instructors. Separate ESL classes are offered which emphasize overall English language competence.

Arizona Western College Needletrades Skill Center

In conjunction with the Needletrades Skill Center in Yuma, Arizona Western College for the last 7 years has offered power sewing classes for Spanish speaking Mexican Americans. The classes are open entry and exit, and require an average of 8 to 10 weeks of 30 hours per week training. Approximately 10 to 15 slots are available for trainees.

Trainees are not required to speak or read any English upon entry into the program, and training is conducted primarily in Spanish by a bilingual instructor. Separate ESL classes are offered, but language instruction both in skills class and ESL is job specific in nature.

Project SER

Project SER in Tucson, in addition to a more extensive ESL program, provides some bilingual training for Spanish speaking Mexican Americans. The program provides about 12 trainees at a time with training in clerk typist skills, bookkeeping, office practices, and auto mechanics. The duration of instruction varies from 7 to 12 weeks on an open entry and exit basis.

Trainees need not speak or read any English upon entry, though training is primarily in English, with translation when needed. The program offers ESL emphasizing overall English compentence.

ARKANSAS

No programs located. The Director of Vocational Education in Arkansas reported that the State has recently become involved in bilingual education for Vietnamese, especially in the area of adult basic education, but that none of these programs is vocationally oriented.

CALIFORNIA

Thirty seven programs located. Educational delivery systems are highly decentralized in California, especially in the area of vocational education. The size of the educational system (1100 independent public school districts, 100 community college districts, and countless private schools), the variety of sponsoring agencies, and the great diversity of delivery systems result in the absence of a centralized source of authority (and information) in the State. There is a prevailing philosophy that programs should be closely tied to local needs in order to be flexible enough to adapt quickly to shifts in population and job markets. Often the district office may be completely unaware of a program initiated for the immediate area by a local school. The sources of funds and the impetus for BVT in California are correspondingly difficult to untangle; e.g., CETA, Special Education (State and local), and a variety of private concerns.

Programs are changeable. A single "program" sponsored in an area might be aimed at migrant workers, train in heavy agricultural and farm equipment, and be bilingual; the program might continue for 1 year or 5 years, and then disappear completely when the migrant worker population moves away or when the labor market demands change. Alternatively, if the target population remains stable, but the job market changes, the program may change from a heavy equipment training program to a secretarial and office occupational program. Sometimes a program will be bilingual 1 year and monolingual in English the next to accommodate population changes.

In addition to five Part J programs, 32 programs have been found in California which meet the criteria for BVT. There are undoubtedly more than 37 BVT programs in the State, but they were inaccessible to the survey because of the complexity and decentralization of delivery systems. Nevertheless, it can be presumed that the 37 programs are not only representative of the State's involvement in BVT as a whole, but also that they include the majority of the currently functioning programs. The majority of the programs in California operate on a local level as components of public school districts, junior or community colleges, or regional occupational programs. Three of the programs are sponsored by ethnic or special interest groups. Most of the sponsoring bodies reported 5 or fewer years of experience in BVT, and approximately half of those providing this information reported 1 year or less of BVT.

Nearly all of the programs are directed at Spanish speaking populations. Most of these are Mexican with a few programs including Puerto Rican, Cuban, or other Spanish origin populations.

A few programs are directed at Chinese, Vietnamese, and miscellaneous other populations. Approximately 37 percent of the programs located are multilingual (that is, directed at more than one non-English language group), usually Spanish and Chinese. In multilingual programs, the actual instruction occurs separately for each language group. Though most programs accept monolingual non-English speakers, approximately half of the courses are taught predominantly in English, and half in a non-English language. Nearly all programs have bilingual instructors. Approximately two-thirds of the programs reporting on the question of English instruction offer ESL in addition to the language training obtained in skills classes.

The majority of vocational training is in the trade and industry area: automotive, construction, repair, and textile occupations. There are a number of offerings in office occupations such as general clerical and business machines as well as some in health occupations such as lab assistants and nurses aides. There are a few miscellaneous other offerings. The duration of training ranges from 3 weeks to 2 years with the majority of programs lasting more than 25 weeks. More than one-third of the respondents stated that the duration of training varies both with the type of training and with individual need. Nearly two-thirds of the respondents described programs that have at least some open entry and exit classes.

Since most of the programs are flexible, and most are open entry and exit, the number of trainees enrolled at any given time is difficult to estimate. The range is from 6 to 500; there is some clustering in the 61 to 100 category, but no heavy concentration in any size category.

North Orange County Regional Occupational Program

The North Orange County Regional Occupational Program (ROP) has sponsored a number of bilingual vocational classes for Spanish speaking Mexican Americans for 4 years. The program serves approximately 200 trainees at a time in open entry and exit courses in office skills, instructional aides, medical assistance, machine shop, and retailing occupations. The duration of training varies from 2 to 6 months depending on the individual's needs.

The trainees are not required to speak any English, and all courses are taught predominantly in Spanish by bilingual instructors. Although ESL classes are available through the ROP by referral to other agencies, the ROP does not offer ESL training. Since the program's emphasis is on job placement, language training takes place within the skills classes. Some language training is limited to job specific English, and some emphasizes overall English language competence, depending on the requirements of each particular area (office skills and instructional aide occupations require greater English language facility than does machine shop, for instance).

Chaffey College Skills Center and Subsidiaries

In conjunction with the Chaffey Skills Center, Chaffey College sponsors three off-campus bilingual occupational training programs, two of which (Chino and Chaffey) are taught bilingually in Spanish and English. The three main areas of instruction are air conditioning repair, auto repair, and power sewing. These classes are open ended, and both duration and hours of training vary with trainee needs. Approximately 65 to 75 trainees are enrolled at a time.

In air conditioning and auto repair classes the trainees are required to read only enough English to follow a basic diagram, and all three classes are conducted predominantly in Spanish by bilingual instructors. Since the goal is immediate employment, English language training is obtained within the context of the skills classes, and ESL is not offered.

Compton Adult School

For the past year, the Compton Unified School System through the Compton Adult School, has administered a BVT program for Spanish speakers of Mexican, Cuban, and South American background. Welding, sewing, and upholstery are taught in open ended courses of 6 months duration. Approximately 75 trainees are enrolled and attend for 10 to 15 hours a week.

Entrants are not required to speak or read any English, and courses are taught primarily in Spanish by bilingual instructors. ESL is not offered, and English language training occuring within the skills classes is job specific.

Mission Language and Vocational School

The Mission Language and Vocational School in San Francisco for 10 years has administered a number of manpower and Model Cities programs in both basic and occupational education. Some of these programs are bilingual for Spanish speakers of all origins, including Filipinos. The school runs a 1 year bilingual secretarial program which covers a variety of office and secretarial skills for 30 students who attend full time (40 hours a week); most trainees also hold part time jobs. Trainees are not required to speak any English or Spanish when entering the program. The courses are taught by bilingual instructors for 6 months in Spanish and for 6 months in English. The student starts in his or her native language for the first 6 months, and then changes to the second language. The emphasis is on overall English language ability, and ESL classes are available. It was reported that the students are predominantly single young women with families to support. The students do not receive any outside assistance, financial or otherwise. Since their motivation is reportedly quite high, and also because of the local demand for competent bilingual secretaries, the placement rate of graduates reportedly has been 100 percent. In fact, most trainees are placed before completing the course; jobs are waiting when they leave the program.

In addition to the secretarial course, the school offers a variety of other open ended training services to about 500 trainees at a time. There is a 6 week cashier training course, and there are several clerical and technical training classes of 3 months duration. Other typing and secretarial skills classes that operate daily are completely open ended. Students come and go as they wish; they do not even register. The classes are open for anyone who wishes to attend at any time of day for any length of time to learn, practice, or upgrade skills. ESL classes are also available continuously on an open ended basis although the training programs are set up to be taught in English, most instructors are bilingual, and there is considerable "de facto" bilingual training. There can be no accurate tally of students who participate in these open ended bilingual training services since they need not register to participate, but the school currently houses 500 and always operates at full capacity.

The school's activities vary from year to year with local job demands and trainee needs.

CETA/Glendale Community College

The Glendale Community College in Glendale for the last 1½ years has sponsored occupational training for Spanish speakers of both Mexican and Cuban descent as well as a few Chinese speakers. Besides the general CETA training offered, both typing courses and machine shop are taught bilingually. The machine shop is a closed entry and exit, 6 week course which serves about 35 trainees at a time. Trainees attend the course on a nearly full time basis (35 hours a week). The typing courses, which are completely open ended, serve approximately 60 trainees at a time; the duration varies with individual needs.

Trainees are "not technically" required to speak or read any English for entry into the program, but most reportedly speak some English. The typing course is taught predominantly in Spansih by bilingual instructors, and the other courses are taught in English with translation when necessary. English language training is informal and job specific.

San Bernardino Community College

The San Bernardino Community College is in the 2nd year of operation of a bilingual clerical program for Spanish speakers. The program includes a variety of general office and clerical skills taught to 24 trainees over the course of 1 year for 15 hours per week.

The trainees reportedly are not required to speak or read any English at entry. The courses are taught predominantly in English by bilingual instructors. The emphasis of the ESL classes is overall English language competence.

Ventura County Community College

The Ventura County Community College during the last year has sponsored bilingual training for Spanish speaking Mexican Americans in Ventura County. Vocational areas offered include a mechanical cluster, a clerical cluster, teacher aide training, retail merchandising, drafting, truck driving, and a special nursing program. All the courses are taught on a yearly or a semester basis. Only the nursing students attend full time; about half of those in other areas must work while training. There are a total of 120 trainees, 10 of whom are in the nursing program. In addition, the college has begun an ongoing, 6 week open entry and exit version of some of the courses designed to meet the needs of incarcerated persons who are near parole.

Trainees are not required to speak any English when entering the program, and classes are taught predominantly in Spanish. The bilingual instructor's goal is to gradually replace Spanish with English by the end of the year. In addition, ESL classes are offered, and English language training is tailored to job needs.

Central County ROP

The Central County ROP is offering one semester of business training to Spanish speaking Mexican Americans as part of their 3 year old occupational training program. The semester's training (25 hours a week) covers general business practices and principles and serves about 30 trainees, twice a year.

The trainees are required to speak and read minimal English at entry, but the courses are taught predominantly in English by a bilingual instructor who can translate as necessary. Separate ESL classes are not offered, but in-class language training goes beyond job specific English to emphasize overall English language competence.

San Jose Job Corps

The Singer Corporation operates the San Jose Job Corps for men and women in San Jose. Singer subcontracts a majority of its vocational training to a number of educational agencies. While the program is not set up explicitly as a bilingual one, most of the trainees are Spanish speaking Mexican Americans, many with limited English speaking ability. In addition, a few Chinese speakers are occasionally admitted to the program. A large variety of vocational courses are offered in areas of secretarial, automotive, building, medical and dental, electronics and repair, cooking, and drafting occupational clusters. These courses are completely open ended, the duration varying with individual needs. The program serves 240 trainees at a time.

Trainees are not required to speak or read any English upon entry into the program, but the classes are supposed to be conducted entirely in English with ESL offered to those whose English language ability is too limited to allow participation in English instruction. The program has found it necessary to hire predominantly bilingual teachers, so that a good deal of "de facto" bilingual instruction reportedly occurs. The language training both in ESL and skills classes centers around basic communication needs.

Imperial County Schools and ROP

Through the Imperial County Schools and ROP, the Imperial County Board of Supervisors sponsors an agricultural power machinery operators' program for Spanish speaking Mexican Americans in Imperial County. The program offers 26 weeks of 35 hour a week training to 20 trainees on an open entry and exit basis.

Trainees are not required to speak or read any English upon entering the program, but the course is taught predominantly in English. The bilingual instructors and aides are used to translate the instruction as necessary. ESL is not offered. The goal is early job placement, so that the English language training that occurs is primarily job specific in nature.

The program has faced the rather unique problem that many of the original trainees were methadone program clients who were eager and able to learn, but were unable to operate the equipment without regular methadone treatments. The methadone treatment schedule conflicts with the training schedule. Trainees had to leave their training stations on farms and travel long distances during working days to get their methadone shots. The problem resulted in a 40 percent dropout rate. Nevertheless, it was reported that 93 percent of those completing the program are placed immediately.

Ventura County ROP

The Ventura County ROP at Oxnard Air Force Base operates a local BVT program for Spanish speaking Mexican Americans. The ROP has been involved in bilingual occupational training for 5 years, and the present program serves 72 trainees in 36 weeks of body and fender repair training. Trainees attend classes for 10 hours a week for a fixed class period.

Trainees are not required to speak or read any English when they enter the program. Although the instruction is predominantly in English, the bilingual instructors translate as necessary. No ESL classes are conducted, and English language goals are primarily job specific. In addition to the regular skills training, the ROP offers training in job acquisition skills.

Sweetwater School District/ROP

Through the ROP in Chula Vista, the Sweetwater School District offers a variety of occupational training areas to Spanish speaking Mexican Americans. Although the largely bilingual instructional staff would make it possible for a Spanish speaking person to enter almost any vocational area, the areas with the highest concentration of Spanish speakers are auto mechanics, welding, power sewing, cosmetology, bookkeeping, bank teller training, and business machine skills. The classes are open ended and range from 6 weeks to a year, depending on the skill involved and the trainee's ability. Hours of training vary with individual needs. The program serves more than 250 trainees at any given time, although the open ended nature of the program makes it difficult to keep accurate records.

Trainees are not required to speak or read any English upon entry into the program. Although the skills training is conducted primarily in English, the instructors are bilingual, bilingual aides are available for purposes of translation, and ESL courses are offered. The language training emphasis goes beyond job specific English to include overall English language competence.

Southwestern Community College Bilingual Office Occupations Program

As a part of its regular vocational offering, Southwest Community College is in its first year of operating a bilingual office occupations program for the Spanish speaking. In addition to Southern California, the program draws a number of its enrollees from Mexico. The program offers four semesters of bilingual office skills and four semesters of bilingual secretarial skills to a total of 60 students.

Entrants are required to speak and read some English; although the instructors are bilingual, the classes are taught predominantly in English with translation as necessary. Separate ESL classes are offered, and overall English competence is emphasized.

United Community Efforts, Inc.

United Community Efforts, Inc., in Los Angeles, has been involved in bilingual occupational training for 10 years, and presently conducts a program of several skill training areas for Spanish speaking Mexican Americans. Courses taught include radio and television repair, printing, machine shop, welding, hospital aide skills, and clerical skills. Two hundred and forty trainees attend the classes in open ended, 25 week segments for 15 hours a week. New trainees are accepted as others finish.

Although applicants are required to demonstrate a fifth grade English reading level (Gates Reading Test), and technically the courses are to be taught predominantly in English, the sponsor has found it necessary to use bilingual instructors in all these classes. Even after ESL and passing the Gates fifth grade English reading test, the trainees' English skills "just aren't that good," and considerable bilingual instruction is, in fact, necessary. English language training is limited and job specific.

Reedley, California Vocational Training Center

The Vocational Training Center affiliated with Reedley College in Reedley, has operated a BVT program for Spanish speaking Mexican Americans since 1971. The center provides training in welding, ornamental ironwork, blueprint reading, auto body and upholstery, and a variety of auto and engine repair courses. There are plans for courses in child development, child care, and office occupations. The courses are year round and open ended; they vary in duration from 5 to 6 months. Several individualized instruction formats are used to help meet individual needs. In all cases, trainees attend on a nearly full time basis (35 hours a week). The total enrollment currently is 193.

Entrants are not required to speak or read any English at all. A number of them are completely monolingual in Spanish, and courses are taught predominantly in Spanish by bilingual instructors. English language training does not occur beyond that necessary to function on the job (read blueprints, follow orders, etc.).

Dos Palos School District and West San Joaquin ROP

The West San Joaquin ROP oversees vocational training in seven high schools and one community college in the Dos Palos School District. Although there is no central ROP facility, the ROP and the district offer a wide variety of adult vocational training in schools and in college buildings. The existing programs were not initially established as bilingual vocational programs, but many of the students are Mexican American and speak little or no English. The courses offered throughout the district include pollution control, engine and diesel repair, welding, heavy equipment operation and maintenance, commercial horticulture, farm equipment and service, carpentry, trucking, entymology, and a variety of management courses. The duration of training varies from 8 weeks to 2 years, depending on the course, and many follow a semester schedule. Hours of training each week vary with the individual. Currently, there are slightly more than 250 trainees in the programs.

Trainees are not technically required to speak or read any English upon entry into the program. Although courses are taught predominantly in English, the instructors are bilingual, and bilingual instruction and translation reportedly occur often. Optional ESL classes offered in most adult programs emphasize overall English language ability. Any language instruction provided within the skills classes is job specific in nature.

Metro Adult Schools

As a part of their program, the Metro Adult Schools (a public adult education program) in San Jose offer several occupational training courses which attract primarily Spanish speaking Mexican Americans. Training is offered in machinist trades, welding, dry cleaning, and two levels of electronics, in open ended courses varying from 18 weeks to 1 year in duration. There are approximately 155 adults enrolled at one time in these courses.

The program is not officially a bilingual program. A recently instituted affirmative action policy has meant an increase in the hiring of bilingual instructors of Spanish origin, which in turn has meant an increase in the number of opportunities for Spanish speaking trainees.

San Jose ROP/Metro Adult Program

The Metro Adult Program at the San Jose ROP for the past year has involved a BVT program in building maintenance for Spanish speaking Mexican Americans. The program runs for 8 weeks, 15 hours a week, on a year round basis with about 20 trainees in each cycle.

Trainees are not required to speak or read any English upon entry, and courses are taught predominantly in Spanish. ESL which accompanies the vocational training, is required. The emphasis in these classes is overall English competence. Plans are under way to offer BVT to the program's recent influx of Vietnamese and other Asians.

Ohlone College

Ohlone College in Fremont for 2 years has operated a BVT program offering bank teller training for Spanish speaking Mexican Americans and Chinese speaking persons. The training is closed entry and open exit, varies in duration from 3 to 9 months, and is offered twice a year to 30 Spanish speakers and 30 Chinese speakers.

There are two separate classes, one for Spanish speakers and one for Chinese, and neither set of trainees is required to speak or read English upon entry into the program. Each course is taught predominantly in the trainee's native language by a bilingual instructor. ESL classes are included and emphasize general communication skills.

College of Alameda

As part of the curriculum, the College of Alameda, in Alameda offers two 2 year courses in auto mechanics, and auto body and fender repair to Spanish speaking Mexican Americans. A total of 60 trainees are enrolled at the present time.

The instructors are bilingual, and since the instruction is conducted predominantly in Spanish, trainees need not speak or read any English upon entry. English language training within the skills courses is job specific, but general ESL training is available by referral to other agencies.

ABC School District Graphic Arts Program

The Artesia-Bellflower-Cerritos School District has, for 2 years, offered an offset printing program for adults which, though not bilingual by design, has attracted a large number of non-English speaking enrollees who speak Spanish, Filipino, German, and a variety of Oriental languages. The program serves 80 to 100 trainees in a 6 month, open ended, full time course (40 hours a week) in offset printing.

Entrants are not required to speak or read any English. Classes are taught predominantly in English, primarily by demonstration and with translation by instructors and translators when necessary and possible. English training in the job skills classes is job specific; but ESL classes, which stress overall English competence, are available. Demand is high in the area for workers with printing skills, and trainees reportedly have little difficulty finding jobs.

CETA/ABC School District Bilingual Clerical Program

Since 1974, the Artesia-Bellflower-Cerritos School District has also administered a bilingual clerical training program for adults. The program offers highly individualized instruction in general office skills, typing, medical and dental receptionist skills, and keypunch skills to 180 trainees at a time. Due to the highly individualized nature of the program, the duration of training varies from 6 months to 1½ years, depending on trainee needs and language skills.

The trainees are not required to speak or read any English upon entry. Although the staff is bilingual in English and Spanish only, the program also accepts and trains individuals who speak only Chinese, Vietnamese, Arabic, and Samoan and Jamaican languages and dialects. The instruction is given predominantly in English with Spanish translation by the instructor. ESL is offered simultaneously with skills training. Since the instruction is individualized, each trainee's program is planned to be consistent with his or her own language and skill level. Trainees "pick up English surprisingly fast," and instructors manage to teach in a "hands on" fashion until enough English is obtained for further instruction. In addition, usually some of the trainees who speak more English than others can act as translators. Reportedly, a job placement rate of 80 percent of completers was achieved this year because of high demand for bilingual clerical help.

Calexico Unified School District

Through its adult night school at Calexico High School, the Calexico School District for more than 3 years has conducted a bilingual business machines and typing program for Spanish speaking Mexican Americans in the area. The program is open ended, and operates from October through May for 6 hours a week, serving from 12 to 15 trainees at a time. The training is designed to sharpen and enhance skills which make promotion and wider job choice possible.

Trainees are not expected to speak or read English when entering (though some do), and training is predominantly in Spanish. English language instruction in the context of the course is informal and job specific, but complete ESL courses are available during the day.

Riverside County ROP

During the past year, the Riverside County ROP, in conjunction with American Auto Parts Systems, Inc., (a private business), began a partially bilingual auto parts warehousing course for Vietnamese. The course runs 15 hours a week for 18 weeks, twice a year, and serves 14 trainees in each cycle. Currently fewer than half (five) of the participants are monolingual in Vietnamese. The others speak English. The course is conducted by American Auto Parts, Inc., in its own facility.

Although the trainees are not required to speak or read any English upon entering the program, the course is taught predominantly in English by an instructor who gained a limited ability to speak Vietnamese through military service in Viet Nam. This instructor, who can translate when necessary, assists with in-class job specific language training. ESL classes are available through referral to outside agencies.

Riverside County Auto Lab

The Riverside County ROP administers an auto mechanics course in its own facility. About one-third of the trainees are monolingual in Vietnamese. The course serves 17 trainees in an 18 week, 15 hour a week schedule, twice a year. The course is open ended.

The instructor in this course is bilingual, and trainees need not know any English upon entry. Classes are taught predominantly in English when possible, and separate English language classes focus on overall English language compentence.

CETA/San Diego Community College Adult Center

Through its Adult Skills Center in San Diego, the San Diego Community College District for 3 to 4 years has conducted a BVT program for Spanish speaking Mexican Americans. The program offers two major courses of study in auto body repair and shipfitting on a trimester basis. The classes are open ended and serve about 50 students at a time who attend for 30 hours a week.

The trainees are required to pass an "intermediate" level of ESL before entering the program; but the director stated that their English skills are insufficient even after advanced ESL, and bilingual instruction is necessary. Therefore, although instruction is meant to be primarily in English, a considerable amount of the instruction is in Spanish. ESL classes are available and stress English language competence.

Rio Hondo Community College

Through its Department of Education, the Rio Hondo Community College has begun operating a 2 year teacher aide program for Spanish speaking Mexican Americans in several surrounding counties. The program is closed entry and exit, and serves 50 to 75 trainees at a time. Most trainees attend classes full time.

Trainees are not required to speak or read any English upon entry into the program, and instruction is offered primarily in Spanish by bilingual instructors. Separate classes in overall English language skills are also offered.

Rancho Santiago Community College District

Through its Continuing Education Division, the Rancho Santiago Community College District operates a local BVT program for a variety of language groups. The program has been in operation for 3 years and serves Spanish speaking Mexican Americans; Korean, Chinese, and Vietnamese speakers; and a few persons who speak Polynesian languages. Training is offered in shorthand, typing, and general office machines; auto line mechanics and small engine repair; and television repair and electronic assembly. Each class serves approximately 30 trainees and varies in length from 11 to 48 weeks. All classes are open ended, and class time each week varies with the trainee.

Trainees are not required to speak or read any English, but instruction is predominantly in English. Instructors are bilingual in English and the trainee's language, and English language instruction takes place in skills classes and in separate ESL classes. English language instruction emphasizes either job specific or overall English language ability, depending on the job skill involved.

CETA/San Francisco Community College District

Through its Korean and Filipino American language centers, the San Francisco Community College District has been offering bilingual clerical training for the last 10 years. Two programs, one for Korean and one for Filipino Americans are operated, each with about 20 trainees at a time. Both programs involve clerical training and work experience.

Both Korean and Filipino trainees are required to speak some English upon entry. Korean trainees are taught primarily in Korean, Filipinos primarily in English. Separate ESL classes are offered stressing overall English language ability.

San Francisco Community College Center/Alemany Community College Center

The San Francisco and Alemany Community College Centers operate BVT programs which have been in existence for about 6 years and serve a total of 52 limited English speaking persons (20 Korean, 32 Chinese). The Korean program is an 18 week, open entry and exit course in nursing skills. The Chinese program involves courses in cooking (6 months) and drafting (18 weeks).

Trainees are required to speak and read some English upon entry into their respective programs, and instruction is given primarily in English, with translation as necessary by bilingual instructors and aides. No separate ESL courses are offered; job specific language instruction takes place within the class.

De Anza College Bilingual Program

De Anza College is conducting a bilingual occupational training program for Spanish speaking Mexican Americans and Chinese. The program involves training for teaching aides and assistants; currently there are plans for extending the training to include nursery school care. There are currently 57 students in the program, which lasts from 1½ to 2 years. Separate classes are held in Spanish and Chinese.

In addition, through funding by Part J of the Educational Amendments of 1974, De Anza College administers a bilingual clerk typist and accounting aide cluster to 80 Spanish speaking Mexican Americans. The 1 year courses are taught predominantly in Spanish.

Trainees are not required to speak any English upon entry into any program component, and instruction is primarily in the trainee's native language. English language training within the classes is job specific, but separate ESL classes are available.

Los Angeles Harbor College Curricular Development

Through funds granted to its Vocational Education Department by Part J of the Educational Amendments of 1974, the Los Angeles Harbor College has begun operating a program to provide a diverse group of individuals with training in various vocational areas by utilizing three language bases: Spanish, Samoan, and Filipino. The program offers a variety of skills training courses in business, drafting and industrial arts, tool manufacturing, management, and education in closed ended courses of 20 weeks duration.

Students are required to speak minimal English upon entering the program. Oral class instruction is given in English by a monolingual instructor, while all written class and home study materials are in the trainees' languages (Spanish, Samoan, and Filipino). The levels of English proficiency among trainees of each language group vary from virtually none to a level of proficiency adequate to help provide oral translation for those with less proficiency. Most specific English language instruction is carried out in separate ESL classes which emphasize job specific English skills.

UCLA Continuing Education in Dentistry

Through a Part J grant to its Continuing Education Department, the University of California at Los Angeles is offering courses in community dentistry, dental assistant, and lab work to a number of language populations (Spanish, Portuguese, Vietnamese, Russian, and Armenian). The total course work involves 36 weeks of lecture, lab, and clinic training for approximately 85 trainees.

Applicants must speak and read a limited amount of English upon entry; classes are taught in English, although the instructors are bilingual and can translate as necessary. Bilingual tutors and aides are also available for trainees having difficulty understanding English instruction. A special ESL curriculum is being developed to be offered simultaneously with skills training. Overall English language ability is emphasized.

Modesto Junior College

Through funds from Part J legislation, Modesto Junior College has begun offering a local BVT program to Spanish speaking Mexican Americans. Instruction involves 16 weeks of 4 hours a week bilingual training in typewriting and accounting. The program serves about 45 trainees in closed entry and exit classes.

Students are required to speak a minimum amount of English upon entry into the program, and instruction is predominantly in English. Bilingual instructors and aides are available. Separate ESL classes accompany job training and stress overall English language competence.

Stockton/Woodruff Innovation Bilingual

Through the Woodruff Regional Occupational Center, the Stockton Unified School District is using Part J funds to operate a BVT program for Spanish speaking Mexican Americans, Filipinos, and Chinese speakers. Instruction is offered in business careers, business machine repair, auto technology, and cosmetology. Training varies in duration depending on the skill taught and the trainee's aptitude. Approximately 50 trainees are involved at a time, and they attend classes about 30 hours a week.

Trainees are not required to speak or read any English when entering the program. Classes are taught predominantly in English by a monolingual teacher and a bilingual aide who provides oral translation. In addition, each course of study is coordinated for each language group by a bilingual (English and the trainee's language) instructor fully qualified in that skill. This individual works with the instructor and the aide in preparing class materials. Separate classes in ESL are offered, and the English taught is job specific in nature.

Santa Ana Unified School District

In conjunction with the Orange County ROP, the Santa Ana Unified School District is currently in the process of converting the majority of its occupational training courses into multilingual (English, Spanish, and Vietnamese) courses. The first courses to be converted, those in electronics and dental assistant areas, will begin in the Spring of 1976 with about 60 students. Other classes will be converted as funds become available. Trainees will not be required to speak any English upon entry into the program, and courses will be taught solely or predominantly in the trainee's native languages. Job specific English instruction will be included within each skills class.

Bilingual Systems, San Diego Community College District

The San Diego Community College District has scheduled a comprehensive bilingual occupational training program to begin in the Fall of 1976 at the City and Mesa College campuses. The program will offer all occupational areas available at the colleges in both Spanish and English. Enrollees will not be required to speak or read any English upon entry.

The objective of training will be to develop occupational skills and bilingual competence in Spanish and English.

Various components of the program will serve students according to language competence; e.g., separate instructional components are being designed for persons monolingual in either English or Spanish, for persons with limited ability in either language, and for persons having some facility with their second language.

COLORADO

No programs located. A number of ESL programs are sponsored by the Colorado Migrant Council and other special interest groups, but no programs were located which meet the definition of BVT.

The Colorado Migrant Council does sponsor a bilingual Job Readiness Center in Denver which services 5 to 15 enrollees in continuous 3 week sessions in job readiness and acquisition skills (filling out forms and specifications, invoices, time clocks, following orders, etc.). The sessions are conducted in both Spanish and English.

CONNECTICUT

Four programs located. Two of the programs located are funded through Part J of the Educational Amendments of 1974; the other two are operated by a manpower training program.

CETA/Stamford-Greenwich Manpower Training Center

In cooperation with the Department of Adult Education at Rice School, the Stamford-Greenwich Manpower Training Center has offered BVT to Puerto Rican and Cuban Spanish speakers for 10 years. Courses are offered currently in auto mechanics, clerical and secretarial, electrical assembly, machine shop, maintenance, carpentry, and nursing aide clusters. Trainees attend open ended classes for 16 to 20 weeks for 30 hours a week. Currently 120 trainees are enrolled.

Trainees are expected to speak survival English upon entry, and training is conducted predominantly in English. Both bilingual instructors and translators are used to help trainees increase their overall English language ability. ESL is available through referral to outside agencies.

CETA/Waterbury Manpower Program and Waterbury Board of Education

Through funds provided by CETA, the Waterbury Manpower program and the Board of Education operate a BVT program at Croft High School in Waterbury. The program is designed primarily for Spanish speaking persons but also accepts Italian, Vietnamese, and Greek speakers. In addition to bilingual support services such as basic education, the program offers training in stenography, a basic clerical cluster of skills, general shop and machine shop skills. Approximately 80 trainees are enrolled at one time and attend year round, open ended classes of varying duration.

Trainees are required to take ESL prior to entering skill training and all skills are taught predominantly in English. Instructors are bilingual and can provide explanations in the students' native language when necessary.

Norwalk Board of Education-BVT

Through a grant under Part J of the Educational Amendments of 1974, the Norwalk Board of Education is offering programs in office clerical skills and machine tool skills to Spanish, Italian, French, Vietnamese, and Greek speaking populations. The program is open ended and consists of 42 weeks (15 hours a week) of training for 60 students at a time.

Trainess are not required to speak or read any English upon entry, but courses are taught predominantly in English. Bilingual instructors and translators are available in all classes. ESL classes are offered and include both job specific and general English competence.

New Haven BVT Project

Through funds obtained from Part J of the Educational Amendments of 1974, the New Haven Manpower Administration's Skill Center offers BVT in clerical skills, auto mechanics, and food service preparation to Spanish speaking Puerto Ricans in New Haven. The program serves approximately 50 trainees at a time in 1 year, open entry and exit courses.

Trainees are not required to speak or read any English upon entering the program. The courses are taught predominantly in either English or Spanish depending on specific skills and trainees. Classes in ESL are offered with emphasis on job specific English.

DELAWARE

No programs located. State officials reported that there is only a small pocket of non-English speaking persons (Spanish) in the State. The State Department of Education submitted a proposal for Part J funds to serve this group; currently no program has been funded.

FLORIDA

Two programs located. The State of Florida has large limited English speaking populations, particularly persons of Spanish and Asian origin. According to State Department of Education officials, there once were numerous bilingual occupational training programs in the State serving Cubans and other groups. In recent years, funds have become scarce, and only two BVT programs remain. The larger BVT program is actually only a part of a large occupational training program; nevertheless, the BVT component of this program is probably the largest program identified in this survey.

Operated through the Dade County School System, this program provides training at many localities throughout the county. Although located in Dade County, the program accepts trainee referrals from anywhere in the State.

The situation in Florida is unique among the States in that the BVT delivery system is a comparatively cohesive system administered by a single branch of the State Educational System. In addition, unlike some other States, these programs have been operating for several years, and BVT programs have been commonplace for at least a decade.

Dade County Educational System

In association with the Dade County Community College, the Dade County Public School System conducts a large number of bilingual occupational courses scattered throughout the county in schools, the college campus, and particularly in 16 Adult Training Centers. Approximately 6900 adult residents of Florida, many of whom have a limited English speaking ability, are served through this system. The majority of non-English speaking enrollees speak Spanish; some speak French, Haitian, or Vietnamese. Bilingual training is conducted in the various centers because most instuctors are bilingual, and a great many trainees speak limited English. Throughout this program there are 50 specific courses of study offered which are taught and administered bilingually. These courses fall into the following basic vocational areas: distribution (income tax preparation and management), medical (RN), secretarial and clerical (typing, shorthand, etc.), and textile manufacturing (drapery and dress making). More than 1850 limited English speaking persons (primarily Spanish speaking) are served by these courses at one time. Most courses are open entry and exit, and training duration varies widely. Consequently, although there are about 1850 trainees enrolled at one time, the turnover is such that a great many more are served within any given year.

Enrollees are not expected to speak or read any English upon entry, and training is provided predominantly in the trainee's native language (usually Spanish). Separate ESL classes are available throughout the system, but are not required for participants.

Miami-Dade Community College

The Miami-Dade Community College operates a BVT program for Spanish speaking persons on two of its four campuses. The program offers training in hotel/motel management, nursing, air conditioning/refrigeration repair, engineering graphics, and secretarial sciences. The courses are all open ended and duration varies widely. The program serves 230 trainees at a time.

Enrollees are not expected to speak or read any English and instruction is primarily in Spanish through bilingual instructors. ESL is offered and is job specific in nature.

GEORGIA

No programs located. According to the State Director of Vocational Education, since there is virtually no non-English speaking population in the State, there are no BVT programs.

HAWAII

No programs located. Although there are a large number of language and ethnic groups in the State, the Director of the State Department of Vocational Education said that many of the diverse population speak English. He stated in addition that although he is not aware of any BVT programs in the State, there is considerable CETA activity providing ESL and support services to different language groups, particularly Filipino and Samoan. In addition, there is some evidence of programs still in the planning stage which are being designed to serve the limited English speaking on the islands.

IDAHO

No programs located. Several ESL programs were located in Idaho, but none involve BVT. The instructors in two of the ESL programs are bilingual, and bilingual tutoring is offered in supportive GED components of the programs. All skills training is conducted in English.

ILLINOIS

Two programs located. The two BVT programs located in Illinois are affiliated with the Chicago Manpower Office. There are in addition two other manpower programs in Chicago which serve a limited English speaking population. These do require English language training prior to skill training, however, and skill instruction is in English.

Mayor's Manpower Office/Chicago School of Automatic Transmissions

Through a private vocational school (Chicago School of Automatic Transmissions), the Mayor's Manpower Office for 2 years has sponsored auto mechanics training for Spanish speaking persons of Mexican, Puerto Rican, and Cuban background. The training is offered through a closed entry and exit course of 40 weeks duration which accommodates 25 trainees at a time.

Trainees are not required to speak or read any English upon entry, and bilingual instructors conduct the training predominantly in Spanish. Separate ESL classes are not offered. Job specific language instruction takes place in the context of the skills class.

CETA/Mayor's Manpower Office/Spanish American Schools

Through Spanish American Schools (a private institution), the Mayor's Manpower Office in Chicago operates a bilingual program in clerical work, typing, and stenography for Spanish speakers of all backgrounds. In operation for 5 years, the program serves a varying number of trainees and runs continously on an open entry and exit basis. The average length of stay in the program is 26 weeks.

Trainees are required to speak and read some English upon entry, and training is conducted predominantly in English. Classes in ESL are offered, and overall English language competence is emphasized.

INDIANA

No programs located. Although the Migrant Council and other special interest groups sponsor a number of ESL programs, no programs were located in which skills training is conducted bilingually. A Job Corps Center at Camp Atterbury enrolls some persons with limited English speaking ability, but persons enrolled in ESL classes receive instruction in English, and skills training is conducted in English.

IOWA

One program located. Although several migrant and seasonal farmworker projects offer ESL instruction in Iowa, only one program was found that fits the definition of BVT.

Muscatine Career Program

The Muscatine Community College presently offers several of its training courses bilingually for Spanish speaking migrant workers. Eighty-eight trainees from several counties participate in 10 weeks of training in open ended courses in engine technology, welding, carpentry, and electricity. Local business enterprises participate in training and placement.

Enrollees are not required to speak or read any English, and classes are taught predominantly in Spanish. Bilingual instructors and translators provide job specific English language training within the skills classes. ESL training is available by referral to other agencies.

KANSAS

No programs located. Although there are no BVT programs in Kansas, there is a considerable amount of related activity. There are several learning skills labs connected with vocational technical schools in Dodge City, Garden City, and Liberal. The skills labs are using DECO materials (bilingual vocational orientation materials) for Spanish speaking trainees. In Liberal, the skills lab staff is doing bilingual outreach work among the Spanish population through the use of three mobile units, to try to familiarize that population with available manpower services and educational opportunities.

Although there are presently no bilingual instructors in vocational education, plans are under way to "import" bilingual vocational instructors from Texas. In addition, the State Department of Vocational Education is presently developing bilingual curriculum materials.

KENTUCKY

No programs located. The Director of Vocational Education reported that there are no bilingual programs in Kentucky, and that there is virtually no non-English speaking population in the State.

LOUISIANA

No programs located. The Vocational Division of the State Department of Education has identified the need for bilingual programs for French speaking persons, but no program is currently in existence.

MAINE

Two programs located. There are two Part J funded programs in Maine.

University of Maine at Fort Kent

Through funds provided by Part J of the Educational Amendments of 1974, the University of Maine at Fort Kent operates an 18 week geriatrics aide program for French speaking French Canadians in Fort Kent. The program furnishes 23 trainees with 9 hours of training a week, three times a year.

Course work is conducted predominantly in English, with translation as necessary. Separate ESL classes are offered emphasizing overall English language competence.

Bangor Community College

Through funds provided by Part J of the Educational Amendments of 1974, Bangor Community College (of the University of Maine at Orono) in Bangor, operates a 26 week geriatrics aide program for French speaking French Canadians. The program involves a variety of courses in health, recreation, and social services directed at the elderly. The program serves 75 trainees at a time in courses that run for 13 weeks in each of 2 semesters.

Trainees are required to speak and read some English upon entry, but instruction is conducted in both French and English. Separate ESL classes are offered, and instruction focuses on job specific English competence.

MARYLAND

No programs located. The Department of Vocational Education recently conducted a survey in Baltimore to study the need for and the adequacy of ESL training in the State. The State also at one time was "exploring" the possibility of establishing a bilingual skills center in Baltimore using Special Needs funds. To date, such a program has not been established.

MASSACHUSETTS

Six programs located. In addition to the six programs found which actually conduct job skills training in a non-English language, quite a few ESL programs were also located.

Bristol Community College

Through its community services division, Bristol Community College conducts a bilingual secretarial program for Portuguese speakers in Fall River. The program offers up to 1 year of training in a variety of secretarial and clerical skills to approximately 300 trainees at a time. The program has been in operation for 2 years and is highly flexible in terms of enrollee characteristics. The program is equipped to handle both students in some classes who are virtually monolingual in Portuguese and those in other classes who are already bilingual. Instruction is tailored to individual class needs, though as much English as possible is used. Overall English competence is stressed, and instructors are bilingual to provide language assistance. Most trainees have jobs waiting when they graduate because the demand in the area for bilingual secretaries is high.

Springfield Technical Community College

The Springfield Technical Community College for 4 years has been conducting bilingual secretarial and clerk typist skills training for Spanish speaking Puerto Ricans. The training consists of 30 weeks of clerk typist training and 60 weeks of secretarial training for a total of approximately 30 persons.

Students are expected to read and speak some English and must pass an ESL Level 2 Exam as an entrance requirement. Training is conducted predominantly in Spanish by bilingual instructors. Separate ESL classes are offered which emphasize overall English language ability.

Marlboro CETA Consortium

In conjunction with two regional vocational schools (Assabet and Keefe) the Marlboro CETA Consortium provides bilingual instruction in welding (Keefe) and machinist skills (Assabet) to Spanish and Portuguese speakers in Marlboro. The machinist program, in operation for the past year, involves 22 weeks of closed entry and exit training for about 15 trainees at a time. The welding program, in operation for 3 years, is a 16 week program, also for 15 trainees at a time.

Program trainees are not required to speak or read any English upon entry into the program, but instruction is conducted primarily in English. When needed, oral translation is provided by bilingual instructors. Separate ESL classes are offered with an emphasis on job specific English skills.

CETA/Hampden County Manpower Consortium

Along with the District Regional Skills Center and the Springfield School Department, the Hampden County Manpower Consortium provides a variety of skills training to Spanish speakers of Puerto Rican background. Training is provided in a variety of areas, including clerical skills, electrical appliance repair, metal fabrication, machine shop, plant and building maintenance, nursing assistance and emergency services, medical technology, food services, and graphics communication. The open entry and exit courses, varying in duration from 7 to 26 weeks, serve a total of 250 trainees at a time.

Trainees are not required to speak or read any English upon entry, but courses are conducted primarily in English, with translation as necessary by bilingual instructors. Separate ESL classes stress overall English competence.

Southbridge CETA Consortium

The Southbridge CETA Consortium in Southbridge, has recently begun a new BVT program offering machinist and welding training to Spanish speakers of Puerto Rican background. The skills training, closed entry and exit courses of 26 weeks duration, accommodates a total of 30 trainees at a time.

Trainees are not required to speak or read any English upon entry into the program, and instruction is primarily in Spanish. Separate ESL classes are offered which stress overall English language competence.

Lawrence CETA Consortium

Through Lawrence General Hospital and Andover Junior College, the Lawrence CETA Consortium has recently begun offering a variety of occupational skills training to Spanish speakers of all backgrounds. The training, including a clerical cluster, industrial maintenance, small engine repair, carpentry, and other trades, varies in duration from 13 to 39 weeks. Courses are closed entry and exit and serve about 130 trainees at a time.

Trainees are required to speak and read some English (fourth grade level) upon entry, and instruction is conducted primarily in English with translation as necessary. Separate ESL classes stressing job specific English are offered.

MICHIGAN

One program located.

Lansing School District BVT Project

Through funds provided by Part J of the Educational Amendments of 1974, the Lansing School District has recently begun providing BVT for Spanish speaking persons of Mexican and Cuban backgrounds. Training is available in auto mechanics, machine tool operation, and clerical and secretarial skills. The course duration ranges from 26 weeks for auto mechanics and machine tool operation, to 36 weeks for clerical and secretarial skills; and about 60 trainees can be served at a time. The clerical and secretarial cluster is relatively open ended; the others are closed entry and exit.

Enrollees are not required to speak or read any English, though instruction is conducted primarily in English. The bilingual instructors translate as necessary. Although the separate ESL classes have the priority of job specific English, overall English competence is encouraged.

MINNESOTA

One program located.

St. Paul School District

Through funds provided by Part J of the Educational Amendments of 1974, the St. Paul School District is initiating a BVT program for Spanish speakers of all backgrounds. Plans involve the bilingual training of a variety of skills, the first of which are to be selected from clerical skills, machine tool, auto mechanics, book binding, and welding. The program is presently engaged in recruiting a bilingual staff for this project.

MISSISSIPPI

No programs located. The State Director of Vocational Education reported that there is virtually no non-English speaking population in the State and that there is no need for BVT.

MISSOURI

No programs located. Although no bilingual vocational programs were located in Missouri, there are some bilingual support activities in a Kansas City Outreach Program. The program operates a mobile van throughout the Spanish community providing bilingual materials notifying the population of training and employment opportunities. The mobile van also carries career counselors who are not bilingual.

In some parts of the State, activity has begun to provide English language instruction to Vietnamese. The training, which is not vocational in nature, is in the initial stages of development.

MONTANA

No programs located. The Director of Vocational Education stated that currently no vocational programs in the State are taught in any language other than English. Native American officials reported that although there is considerable bilingual activity at the elementary and secondary level, there is none in the vocational area.

The State is beginning to experience an influx of Vietnamese and Koreans, some of whom are attending vocational and technical schools. At this time, State education officials are seeking Vietnamese speaking instructors to accommodate this population.

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NEBRASKA

No programs located. There is a great deal of ESL activity in the State at this time, but apparently all vocational training is in English. Virtually all monolingual Spanish speakers are older persons who enter only ESL and adult basic education classes. State vocational programs refer limited English speaking persons to existing facilities in four Area Community Technical colleges which offer ESL and support services to persons of Spanish, Native American and Vietnamese background.

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NEVADA

No programs located. The State Migrant Council operates an ESL program, and some schools offer ESL as an adjunct to vocational training; but no bilingual vocational programs were located. State education officials did stress that they thought BVT is needed and would be more productive than ESL programs.

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NEW HAMPSHIRE

No programs located. State officials reported that there are no bilingual vocational training programs of any sort in the State at this time, but a need for such programs is recognized.

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NEW JERSEY

Two programs located. In addition to the two programs located, there is a great deal of activity providing ESL and bilingual support services to the limited English speaking throughout the State.

Project Puente

Middlesex County College operates a BVT program (Project Puente) for Spanish speaking persons in Perth Amboy. The program provides about 75 trainees with training in Accounting and Business Education in two years of classes run on a semester basis.

Courses are taught primarily in Spanish by bilingual instructors and students are not expected to speak or read English upon entry. ESL is offered.

Project Sells

Middlesex County College also operates Project Sells, a BVT program providing distributive education to Spanish speaking persons. It serves 30 students in two years of (semester schedules) classes.

Again, enrollees are not expected to speak or read English and skill training is conducted primarily in Spanish through bilingual instructors. ESL is offered.

NEW MEXICO

Four programs located. Four BVT programs, one funded under Part J, were identified in New Mexico. Three of the programs involve Spanish language training; the other involves a variety of Pueblo Indian languages.

Albuquerque Job Corps

Through Teledyne, Inc., Job Corps operates a women's Job Corps Center for Spanish speakers in Albuquerque. The Center draws participants primarily from the States in Region VI, but includes a few trainees from other areas. The program has been in operation for 6 years and serves about 400 trainees at a time in open ended classes which students attend full time. Courses offered include clerical and secretarial skills, business machines, retailing, cosmetology, and nursing and medical assistance skills.

The trainees are not expected to speak or read any English upon entry into the program; in fact, some enrollees are monolingual aliens. Training is conducted predominantly in Spanish by both bilingual instructors and translators. Separate ESL classes are offered, and overall English language ability is emphasized.

Luna Technical Vocational Institute

As a part of its overall vocational offering, the Luna Technical Vocational Institute for 6 years has conducted a bilingual clerical training program for Spanish speakers. The clerical cluster courses, three trimesters in length, occupy about 30 hours a week of the trainees' time. There are presently 20 trainees in the program.

The trainees are expected to read and speak some English, and to be able to type when they enter the program. Training is conducted predominantly in English; but the instructor is bilingual, and some instruction is in Spanish. ESL is not offered. All English language training occurs in the skills classes and stresses overall English language competence.

All Indian Pueblo Council/Manpower Program

In conjunction with the All Indian Pueblo Council, the New Mexico Indian Manpower Program conducts a variety of bilingual training programs for Pueblo Indians who speak a variety of Pueblo languages. The courses, which have been operating for

1 to 2 years include a variety of traditional crafts such as weaving, silversmithing, jewelry, and knitting; as well as marketing and business techniques. The courses are directed at Pueblo Indians (especially women) who must make an independent living in remote living areas throughout the Northern and Middle Rio Grande Valley. The purpose of the training is to teach skills, and to establish individuals and groups as self-employed craftsmen. Several marketing cooperatives have been established through the program. Training consists of 16 to 20 weeks of 40 hour a week instruction and practice. The 14 classes operate in various pueblos on a staggered basis throughout the year. Each class serves about 20 trainees.

Enrollees are not required to speak or read any English upon entry into the program, and most training is done in the native language. Beyond the minimum required for marketing, competence in English is not a program goal.

New Mexico Highlands University

Through funds granted under Part J of the Educational Amendments of 1974, the New Mexico Highlands University, in Las Vegas, operates a bilingual secretarial program for Spanish and non-Spanish speaking persons of Mexican and Spanish origin. The university has been involved with such training for 4 years. The program includes both basic secretarial skills as well as Spanish and English language instruction classes. Individual classes are 11 weeks long, and overall duration of training varies with the individual. Twenty five students are enrolled currently.

Program entrants must speak and read English, but training is predominantly in Spanish. Separate ESL classes are offered for those of limited English speaking ability, and Spanish classes are offered for those of limited Spanish speaking ability.

NEW YORK

Fourteen BVT programs located. Of these, six are newly funded Part J programs. The BVT programs identified are concentrated in two parts of the State: New York City and the Rochester area.

There is a long tradition of emphasis on vocational training for adults in New York; such training is offered by a wide variety of private and public institutions. The publicly funded programs draw their funds primarily from the Vocational Education Act and CETA.

New York, particularly the City, has long had available a wide variety of occupational training programs. Intensive, specialized training courses are offered in New York City in many fields, including those associated with its major industries (garment making, printing, and data processing). Over the past decades, many persons of limited English speaking ability have enrolled in such occupational training programs.

New York is the residence of many groups for which English is not a native language, including virtually all non-English languages. The following groups appear to represent the largest groups with problems in terms of adult vocational education: Puerto Ricans, Spanish speaking Cubans and South Americans, Chinese, and Yiddish speaking Jewish persons. The current year's CETA operating plan for New York City includes ongoing or planned bilingual training programs for all of these groups; they as well as a few other groups (e.g., American Indians and Vietnamese) are also being served by BVT programs funded from other sources.

To serve the large populations of immigrants and persons of limited English speaking ability, three approaches have been followed in New York: (1) provision of ESL training as a prerequisite for or corollary to vocational training, (2) provision of prevocational and supportive service activities in a bilingual mode, and (3) provision of BVT. Instances of all these approaches were discovered during the survey of New York programs. Thus, the programs located and identified as BVT programs according to the restrictive definition used for this study are not completely indicative of the range of related bilingual programs conducted in the State. Additionally, there are apparently several training programs in New York City, particularly in the health field, for paraprofessionals who are monolingual in English, in which bilingual training is conducted with the goal of graduating trainees with job specific proficiency in Spanish.

Of the eight non-Part J programs located in the State, four are in the New York City area, and four are in the Rochester area. Of the six Part J programs, four are in the New York City area, one is in Rochester, and one is in Hampsted. Most of the 14 programs serve enrollees from a local or small regional area, but none restricts entry of persons wherever they reside; in fact, migrant farmworkers are served by the Rochester area programs. Half of the programs are freestanding, and half are components of some larger, related program. A variety of organizations operate the programs including public school districts, community colleges, ethnic and community organizations, manpower programs, and a union organization. All but four of the program sponsors have at least 2 years experience (ranging up to 8 years) operating BVT programs.

The number of trainees varies from 20 to 200, with half of the programs enrolling at least 100 trainees at a time Most of the courses last less than half a year, and none is longer than 1 year. The number of hours of training per week varies from a few hours to full time. Three of the programs are open entry and exit, while the others are closed ended.

The skills training offered by the programs encompasses a rather wide variety of occupational fields, but the major areas are office occupations, apparel design and production, food processing and preparation, and mechanics. Several of the programs offer training as aides in such areas as the office, health, and instructional fields.

About half of the programs require entering trainees to have an ability to read or speak at least some English. The other half have no English language prerequisites. All of the programs provide skills training bilingually through bilingual instructors. In half of the programs, the skills training is given predominantly in English as opposed to the trainee's native language; while in the other half, the trainee's language is used predominantly.

All of the programs offer English language training as a supplement or an aid to the skills training. In two of the programs, the only English training, which is given as part of the skills course, focuses on job specific English. Most of the programs provide both some English training in the skills courses and ESL training in separate classes. One program teaches English only through ESL classes. All of the programs providing English instruction outside of the skills courses focus to varying degrees on developing English skills beyond specific requirements for job situations.

The following sections contain brief descriptions of each of the programs located in New York.

Genesee-Wyoming Board of Cooperative Educational Services (BOCES) Food Processors Project

Through its Department of Migrant Education in cooperation with private industry, the Genesee-Wyoming Counties Board of Cooperative Educational Services (BOCES) operates the "Food Processors Project" to provide job skill upgrading for Puerto Rican seasonal farmworkers. Headquartered in Batavia, near Rochester, the program serves enrollees residing in various parts of the State, and training is provided in a six county area. Most of the training is provided in seven processing plants of the three companies involved in the program.

The program has been in operation for 3 years, and nearly all trainees are male. About 70 percent of the trainees have less than a high school education; some are semiskilled, while others are laborers. The training is for the purpose of familiarizing workers with processing plant operations, and for enabling them to assume a variety of jobs within the plant.

Generally, a total of 14 job skills classes are provided per year, two at each of the seven plants. The average duration of a job skills class is about 15 weeks, during which 10 enrolled trainees spend 5 hours per week in training. ESL and GED classes are available to the trainees.

Trainees are not required to read or speak any English in order to enter the program. Skills training is conducted by bilingual instructors in both English and Spanish, but primarily in Spanish. English is taught in both the skills and the ESL classes. The ESL training goes beyond job specific English and focuses on conversational English. All of the courses offered are open entry and exit. Trainees receive stipends while they are enrolled in skills training and ESL classes. The program offers several supportive services, including job placement, counseling, transportation, recreation, and cultural and social activities.

According to program records, nearly 40 percent (58 of 148) of the enrollees completed skills training within the last year. Although some enrollees leave the plants, the area, or even the mainland (to return to Puerto Rico), 18 of last year's 35 program completers who remained in the plants were promoted to better paying jobs.

College of Genesee Migrant Center

The Genesee Migrant Center of the College of Genesee, which is part of the State University system, has been offering training for 5 years in several occupational areas primarily for Spanish speaking (both Mexican American and Puerto Rican) migrant farmworkers, but also for some Algonquin Indians who are French speaking.

The BVT projects of the Migrant Center are funded from various sources, including CETA, the State Bureau of Migrant Education, and the Division of Occupational Education of the State Department of Education. The funds are handled through the host college, but are not related to the State university budget.

Occupational skills training is provided in the following areas: truck driving, automotive mechanics, clerical, teachers aide, and other fields. All skills classes, except for teacher aides, are open ended; and skills training is given over periods of 15 to 20 weeks, 15 hours a week, to 10 to 15 enrollees at a time. Teachers aide training is provided for about 20 Spanish speaking enrollees over a 10 week period for 40 hours a week.

Trainees are not required to speak or write any English at entry. Separate English language classes, provided as part of the training, stress overall English competence. The skills training classes, taught by bilingual instructors predominantly in the trainee's native language, stress job specific English in most of the occupational areas.

The program offers the enrollees a full complement of supportive services which are geared to the myriad needs of farmworkers.

Program officials reported that last year all of the teachers aide trainees and about 75 percent of the other trainees completed the program.

Ibero-American Action League

Through its Office of Education and Skill Training, the Ibero-American League in Rochester provides training for Spanish speaking persons in secretarial and clerical, and machine shop occupational areas. Both programs are preceded by 3 months instruction in ESL and math classes. The skills training classes are 6 months long and operate 30 hours per week; more than 30 persons are trained at a time in the clerical program, and 10 to 15 persons in the machine shop program.

Applicants are screened to determine whether they speak and read English at a minimal level in order to "benefit from the program." Skills training is provided by bilingual instructors, primarily in English, while other English language training is provided both in ESL classes and by tutors. English instruction for clerical trainees is general, while it is job specific for machine shop trainees.

Program records reveal that about three-quarters of the trainees complete the programs, and about 85 percent of the completers are employed.

Action for a Better Community Bilingual Nursing Assistant Program

ABC, the Community Action Program for Rochester, operates a bilingual nurses assistant training program for about 30 enrollees twice a year. The enrollees are from the local area (Rochester and Monroe County). Nearly all are Spanish speaking Puerto Ricans; a few are from the Dominican Republic, Cuba, and South America. Each skills class operates for 35 hours a week for 20 weeks and is closed ended. Trainees are required to read and speak some English. Entry tests in mathematics and science achievement are administered for diagnostic purposes in both English and Spanish.

The skills training is conducted primarily in English; only one of the several instructors is bilingual. ESL training, offered in separate classes, stresses overall English language competence.

Hostos Community College

Hostos Community College in the Bronx, New York City, has operated for 2 years the Minority Small Business Rescue Project. This program serves Spanish surname small businessman by offering seminar type courses primarily in record keeping, retail management, and principles of small business management. The courses range from 18 to 36 hours in lenghth.

There are no English language entrance requirements for participants. Classes, conducted bilingually by bilingual instructors, are primarily in English. Job counseling services are also offered through the program.

Williamsburg Employment and Training Center

The Williamsburg Employment and Training Center in Brooklyn, New York City offers bilingual training courses in several occupational areas. The target group is Jewish; some trainees are Russian imigrants. The program which is in its second year of operation, is funded through CETA.

Skills training is offered in the following occupational areas; junior accounting (bookkeeping), knitting mechanics, auto mechanics, business machines, secretarial work, and hair styling. Courses in all skills areas are offered twice a year; each course is 25 weeks long and enrolls 20 trainees for 35 hours per week.

Applicants are given aptitude tests, but are not required to read or speak any English. English instruction is provided in separate ESL classes and extends to overall English competence.

Skills training is conducted by bilingual instructors. In some classes English is the predominant language used; in others it is not, depending on the skills being taught and the capabilities of the trainees.

Hispanic Labor Committee, AFL-CIO

The Hispanic Labor Committee of the AFL-CIO operates a newly formed program for Spanish speaking persons from all boroughs in New York City. The skills areas include: secretarial, receptionist/typist, accounting clerk, counselor, and switchboard operator. The program operates two closed ended classes in each skills area twice a year in 5 month cycles. The secretarial skills classes have 20 enrollees per class, while the others have 10. Half of the instructional time is spend on site or at an actual work station.

Applicants are required to speak and read some English and are administered psychological tests. Some must also pass typing tests. ESL training is not offered, and English instruction is job specific within the context of the skills classes, which are taught primarily in English by bilingual instructors.

Fashion Institute of Technology

The Fashion Institute of Technology in Manhattan, New York City operates a program entitled, "Bilingual Pattern Making for Disadvantaged Adults." The program, which has operated for 6 years, originally was designed for Spanish speakers. Parallel programs now are operated for both English speaking and Chinese; the Chinese program is in its first year.

In its early years, a high proportion of the program's enrollees were Cubans and South Americans, but now Puerto Ricans comprise most of the Spanish program. Enrollees come primarily from New York City; but the courses, which are part of the regular college program and are listed in its general catalog, occasionally attract trainees from distant areas.

There are no English language requirements for applicants, and skills classes are conducted almost wholly in the trainee's native language by bilingual instructors. The overall goal of the program is to get people who otherwise could not get into skills training because of English language limitations, into a program leading to an associate degree.

About 35 Spanish speakers and 35 Chinese speakers are presently enrolled in the first semester fundamental pattern making (misses and womens wear) course. The second semester is a more advanced pattern making course. Courses beyond the first two semesters are not currently taught bilingually.

Enrollees attend ESL classes 3 hours a week for both semesters. The English training is restricted, for the most part, to job specific language. Virtually no English is used in the pattern making courses.

All skills instructors in the program work in the garment industry and teach in the evening classes. The instructors serve as the primary job placement mechanism for persons completing the courses.

Chinatown Manpower Project, Inc.

The Chinatown Manpower Project for 4 years has conducted bilingual training for Chinese persons in New York City. The skills areas include bookkeeping, keypunch operation, and basic office practice. A new program component offering training in paralegal and para-accounting areas was funded recently under Part J.

In the pre-existing program components (bookkeeping, keypunch, basic office practice), between 12 and 24 trainees are enrolled at a time, and there are four classes per year in each of these occupational areas. All classes are conducted 40 hours per week. All classes are closed ended. Training is provided by bilingual instructors primarily in English. Program officials reported that 93 percent of the trainees complete these program components, and that 99 percent of the completers are employed.

In the Part J program components (paralegal and para-accounting), the training period is 24 weeks operating for two cycles a year. Eighteen trainees are enrolled in each of these occupational areas, and they attend the classes full time (40 hours per week). In the Part J-funded components, training is provided in both Chinese and English, but primarily in English, by bilingual instructors.

The program offers various supportive services for enrollees in all of the program components, including job placement and guidance counseling. English instruction is offered separately in ESL classes for trainees of all components, and overall English competence is stressed.

China Institute in America, Inc.

The China Institute in America, a non-profit, crosscultural school of continuing education, operates a new, Part J-funded BVT program to train Chinese chefs. The Institute has operated bilingual training programs for 4 years. The new program offers skills courses in cooking theory, cooking practice, nutrition, sanitation and personal hygiene, and restaurant management. Each course is closed ended and operates 40 hours per week for 24 weeks, 4 times a year on a staggered cycle; and each course enrolls 25 to 50 trainees.

No English reading or speaking ability is required of entrants to the program. Skills training is conducted by bilingual instructors, primarily in Chinese. Separate ESL classes are offered, and the emphasis in ESL training is on overall English competence.

In-service training is an important part of the program's skills training. Following 10 weeks of lecture-practice type classes at the institute, trainees are assigned to various restaurants for in-service training for the remainder of the training period.

County of Nassau Manpower Skills Center

Through its Vocational and Extension Board, the Nassau County Manpower Skills Center operates a Part J-funded program entitled, "New Directions in Vocational Education for Hispanic Americans." The program was newly formed with Part J funds, and as yet no trainees have completed the courses. The target group is Spanish speaking adults.

Vocational training is offered in two occupational areas: auto mechanics and health assistance. One auto mechanics class will be operated this year for 48 weeks, 20 hours per week with 15 trainees, on an open entry and exit basis. Ten trainees are to be enrolled in each of two classes for training as health assistants; these classes operate 20 hours a week for 24 weeks each and are closed ended.

The trainees read and speak minimal levels of English. Skills courses are taught by bilingual instructors, and instruction is given primarily in Spanish. ESL training is provided in separate classes and focuses on job specific English.

All classes are conducted at night so that trainees can hold daytime jobs; the program does not provide stipends for enrollees.

Borough of Manhattan Community College

Manhattan Community College offers a newly funded Part J bilingual secretarial training program through its Secretarial Science Department. Similar programs were funded in the past with Part B VEA funds through the State Department of Education; thus, the College has considerable background for conducting a BVT program.

The skills taught in the program are shorthand and typing, with 40 trainees enrolled in each of these areas. Both courses are closed ended.

The target group is Spanish speaking adults, including persons of Puerto Rican, Dominican Republic and Cuban origin, as well as a small Italian population. Entrants are required to read some English in order to enter the program; they are not required to *speak* English. Skills training classes are conducted principally in Spanish by bilingual instructors. Separate ESL classes stress overall English competence, and both reading and speaking skills are taught.

Rochester City School District

Through funds provided by Part J of the Educational Amendments of 1974, the Rochester City School District provices training in a variety of skills for Spanish speakers of all backgrounds. Courses of 12 weeks duration (closed entry and exit) are offered in auto mechanics, cosmetology, nurses' aide, auto body, commercial photography, accounting, electrical, and office skills. The program accommodates approximately 100 trainees at a time.

Trainees are not expected to speak or read any English upon entry into the program, and instruction is primarily in Spanish. Separate ESL classes which stress overall English language competence are offered.

Bronx Community College

Through funds provided by Part J of the Educational Amendments of 1974, the Bronx Community College Center for Continuing Education in Community Services provides housing maintenance and repair training courses for Spanish and Italian speakers. The specific courses offered (10 weeks duration each) include carpentry, plumbing, electrical repair, and pest control. Four sections of each class are taught, two in Spanish and two in English. A total of 60 trainees are enrolled at a time.

Trainees are required to speak some English (levels 1 and 2 of Foreign Service Proficiency scale) upon entry, but courses are initially taught predominantly in Spanish and Italian. The transition from Spanish or Italian to English is gradual, so that predominantly English is used by the end of the class. Separate classes in ESL are offered which stress overall English language ability.

NORTH CAROLINA

No programs located. The North Carolina Migrant Council operates a program in which about 10 percent of the trainees are Spanish speakers. Most of the trainees also speak English, and any translation necessary is done through other bilingual students, as a rule. ESL is not offered, and all vocational training is in English. State officials reported that no other programs in the State have a measurable number of limited English speaking persons.

NORTH DAKOTA

One program located.

Mary College Mental Health Technologist Program

Through funds granted by Part J of the Educational Amendments of 1974, the Social and Behavioral Science Division of Mary College is conducting BVT for Sioux, Arikara, Mandan, and Hidatsa Indians throughout the region. Course work includes classroom and practicum training in a variety of mental health fields during a 2 year program which includes one semester of internship as a mental health assistant.

Although State Department of Education policy technically requires all students in the sponsoring college to speak and read English and to have a high school diploma or equivalent, the program itself is prepared to handle monolingual non-English speaking persons, and such persons are served by the program. Training is conducted predominantly in English by a bilingual instructor. Language and cultural instruction take place both within skills classes and in separate classes.

OHIO

One program located. Several programs were located which offer either adult basic education bilingually or ESL with English vocational training, but only one program was located which offers BVT. There are, in addition, two programs with bilingual prevocational training. One is offered by the Penta County Adult Migrant program in Perrysburg. (The Perrysburg program also offers vocational training but only in English.) The Michael J. Owens College, in Toledo, conducts a multi-county bilingual vocational health occupations program for Spanish speaking migrant workers. It is concerned primarily with helping nursing students to pass English language exams.

Spanish American Committee

In conjunction with the Cleveland Manpower Consortium and the Cleveland School System, the Spanish American Committee for 5 years has conducted a multi-county bilingual occupational training program for Spanish speaking Puerto Ricans and Mexicans. The program offers 26 weeks in machine shop and related skills, and 26 weeks of clerical training to 30 trainees at a time. Trainees attend about 18 hours a week.

Enrollees are expected to speak a third grade level of English to enter, and courses are taught predominantly in English by a bilingual instructor who translates as necessary. All language instruction is job specific and takes place within skills classes.

OKLAHOMA

One program located. The only bilingual vocational program located in Oklahoma is a Job Corps Center near Lawton.

Treasure Lake Job Corps

The Job Corps in Oklahoma conducts a bilingual occupational training program for Spanish speaking persons of Mexican descent. The program includes union building trades (painting, plastering, carpentry, etc.), secretarial and clerical skills, nurses aide skills, cosmetology, and retailing. Classes are open ended and run for 24 to 104 weeks. The program serves about 168 trainees at a time. Students attend full time.

Students may be aliens and are not required to speak or read any English upon entry into the program. Courses are taught predominantly in Spanish with job specific English training in skills classes. Separate ESL classes are offered which stress overall English language competence.

OREGON

No programs located. Although the Oregon Education System does offer a number of bilingual services including ESL, State education officials knew of no bilingual vocational programs.

PENNSYLVANIA

Three programs located. All are conducted by schools or school districts, and all are aimed at Spanish speaking populations.

Reading-Muhlenberg AVTS

The Reading-Muhlenberg Area Vocational-Technical School in Reading conducts a local program for Spanish speaking Puerto Ricans as a part of its overall vocational program. A "total vocational offering" is reportedly available, primarily courses in the trade and industrial, and technical fields. The duration of training varies with the course but follows semester schedules.

Trainees are not technically required to speak or read any English, but classes are taught almost solely in English with the use of a translator. Separate ESL classes are also offered, teaching not only job specific English but overall English competence.

Bethlehem School District

The Bethlehem School District operates a bilingual vocational program for Spanish speaking Puerto Ricans in Bethlehem which offers completely open ended elementary vocational courses in metal and building trades, apparel design, and cosmetology. The purpose is to help enrollees decide on more advanced vocational areas in which they want to continue. Since the classes are completely open ended, duration of training varies with the individual.

Trainees are not required to speak or read English upon entry into the program, but training is conducted predominantly in English by a bilingual instructor. The instructor translates as necessary and teaches job specific English, while overall English competence is stressed in separate ESL classes.

Philadelphia Schools Special Education

As a part of their special education for the educably mentally retarded, the Philadelphia School System offers bilingually assisted vocational training to Spanish speaking Puerto Ricans. The program provides training in food service, hospital practice, laundry and dry cleaning, power sewing, machine shop, and business practice. The program is a new one, and not all information is presently available.

Trainees are not required to speak or read English, but courses are taught predominantly in English with the assistance of a translator. The translator assists in providing job specific English instruction, and separate ESL classes stressing overall English competence are also available.

RHODE ISLAND

No programs located. State education officials report that there are ESL programs serving the limited English speaking population in the Providence area. A need for BVT, however, does exist.

SOUTH CAROLINA

No programs located. State officials reported that there is no measurable limited English speaking population in the State.

SOUTH DAKOTA

Two programs located. One of the programs located is sponsored by an Indian CETA Prime Sponsor and is not under the jurisdiction of the State Department of Education. The other program is operated by the Belle Fourche School System.

Crow/Creek Sioux Ambulance Training

The Crow/Creek Sioux Tribe conducts a 6 month bilingual course for ambulance attendants. The course serves 15 trainees who attend on a full time basis; it is offered twice a year.

The trainees are not required to speak or read any English upon entry into the program, and the course is taught predominantly in the Sioux language by a bilingual instructor. The only English language training is provided in the context of the skills class and is job specific in nature.

Belle Fourche School System

The Belle Fourche School System has been involved for 6 years in BVT for Spanish speaking migrant workers of Mexican descent. The program provides training in welding, food service, and sewing in open entry and exit courses of vary duration. Approximately 30 students attend at a time. Plans are under way to add courses in auto mechanics, and radio and television repair.

Trainees are not required to speak or read any English upon entry, but courses are conducted primarily in English with translation as necessary by bilingual instructors and aides. Job specific language instruction takes place within the skills classes.

TENNESSEE

No programs located. According to State officials, in the entire secondary school system there are only 65 persons with a non-English first language, and these persons are widely dispersed. In addition, the Native American population was reported to speak English. Bilingual programs were not reported to be necessary.

TEXAS

Six programs located. There is probably a considerable amount of "de facto" BVT going on in Texas which cannot be reached by survey instruments. State officials said that there are probably few schools or vocational institutes in which some bilingual training does not occur. According to officials, there are two reasons for the kind of bilingual training that occurs. Many instructors are themselves of Hispanic heritage and speak English as a second language, and a very large percentage of the State's population is Spanish speaking. The influx of persons monolingual in Spanish who cross the Mexican border has greatly increased in recent years, and in many parts of Southern Texas there are more Spanish than English speakers. Six programs were located in which specifically bilingual training takes place.

Texas Education Agency/Regional Bilingual Office Occupations Program

In conjunction with the school districts in three cities (Brownsville, Laredo, and San Antonio), the Texas Education Agency for 6 years has conducted bilingual office occupations programs for Spanish speaking persons of Mexican descent. These programs teach a wide variety of courses in office machines, accounting, and secretarial and clerical skills to classes of 30 trainees who attend 15 hours a week for 2 years. These classes are offered in each of the three school districts.

Trainees are required to speak and read some English upon entry, and entry is not restricted to native Spanish speakers. The enrollees must have some knowledge of both English and Spanish when entering, and classes are conducted predominantly in Spanish through a bilingual instructor. English language training takes place within the skills classes and is job specific in nature. ESL is not offered.

El Paso Job Corps

The El Paso Job Corps Center offers a statewide program of BVT for Spanish speaking persons of Mexican descent. The program, in operation for 10 years, serves 250 trainees at a time. Courses offered include auto and diesel mechanics, welding, cook helper, nurses assistant, electronics, building maintenance, masonry, and carpentry. Training lasts for 24 to 104 weeks depending on the class and the trainee, and is implemented on a full time basis.

Trainees are not expected to speak or read any English upon entry; they may, in fact, be aliens. Training is conducted predominantly in Spanish by bilingual instructors and translators. Separate ESL classes are offered, and overall English competence is stressed.

San Marcos Job Corps

The San Marcos Job Corps Center conducts BVT for Spanish speaking Mexican Americans from both Louisiana and Texas. This program, also in operation for 10 years, serves 2200 trainees. Courses include upholstery, nurses aide, printing, heavy equipment operation, masonry, carpentry, cosmetology, retailing, and a variety of clerical and secretarial skills. Training is similar to that in the El Paso Job Corps.

Again, trainees need not speak English; the majority of the training is conducted in Spanish by both bilingual instructors and translators. Separate ESL classes are available.

CETA/Austin Community College

The Austin Community College conducts a multi-county auto mechanics program for Spanish speaking Mexican Americans. The program offers 36 weeks of 40 hour a week training to a varying number of trainees.

Trainees are technically required to be able to read some English (diagrams), and training is conducted predominantly in English. Some of the instructors are bilingual, and they generally do a good deal of vocational training in Spanish. Separate ESL classes are available.

El Paso Community College

Through funds granted by Part J of the Educational Amendments of 1974, the El Paso Community College Skill Center conducts a BVT program for Spanish speaking Mexican Americans in El Paso County. The program offers from 6 to 36 weeks of 15 hour a week training in sewing machine operation and repair, radio and television repair, building trades, and optical lens grinding. All are closed entry and exit courses, except sewing machine operation. There are approximately 150 enrollees served at a time. The college is also engaged in both bilingual curriculum materials development and translation.

Trainees are not expected to speak or read any English upon entering the program; placement tests are administered in English or Spanish, and training is conducted predominantly in Spanish, by bilingual instructors and translators. Separate ESL classes are available, but the English taught is restricted to job specific language skills.

Laredo Municipal Junior College

The Laredo Municipal Junior College has been involved in BVT for Spanish speaking persons of Mexican background for about 6 years. The program provides training in auto mechanics, welding, building trades, and general business skills to approximately 89 trainees at a time. Course duration varies from 24 to 36 weeks in open entry and exit classes.

Trainees are required to speak and read some English upon entry, and classes are taught predominantly in English with translation as necessary by bilingual instructors. Language training is job specific and takes place within skills classes.

UTAH

One program located.

San Juan School District

The San Juan School District operates a BVT program in Blanding for Navajo and Ute residents of the Four Corners area. The program offers training in auto mechanics and welding on a continuous, open ended basis to a varying number of trainees. The program is aimed specifically at family heads who need work in order to support their families.

Enrollees are not required to speak or read English upon entry and the instruction is conducted predominantly in Navajo. ESL is available through the program and is optional.

VERMONT

No programs located. The need for bilingual training for French Canadians was identified by State education officials, but no programs exist currently.

VIRGINIA

One program located.

Arlington Public Schools

In cooperation with Fairfax County, the Spanish Speaking Committee of the Arlington Public School System operates a multilingual clerical training program in Arlington. The program offers 3 to 12 months of training in a variety of general clerical and secretarial skills, to 80 to 100 trainees at a time on an open entry and exit basis. The trainees include Spanish, Korean, and Vietnamese speakers. The program has been operating for 7 years and currently serves enrollees in CETA programs in northern Virginia.

The applicants are not technically required to speak or read any English to enroll, though most skills training takes place in English. The instructors are bilingual and translate when necessary. Separate ESL classes are offered.

WASHINGTON

No programs located. There is some ESL activity, and bilingual adult basic education occurs in the State. No BVT programs were located.

WEST VIRGINIA

No programs located. State education officials said that migrant programs are taught in English, though ESL is offered. Although there are a few Vietnamese now in the State, bilingual training was said to be so far unnecessary.

WISCONSIN

No programs located to date. Although no BVT programs, per se, have been located, State officials reported that vocational curriculum materials are available in Spanish, and are presently being translated into Vietnamese. Further information about the possibility of BVT programs based on these materials is presently incomplete.

WYOMING

No programs located. Although there is a small Spanish surname population in the State, State Department of Education officials report that Wyoming's vocational programs are developed on a cooperative, priority level basis with the school system and BVT has not, as yet, emerged as a recognized priority need among the State's population. Therefore, there are presently no BVT programs operating in the State.

APPENDIX D

STATE-BY-STATE SUMMARY OF PROGRAM INVENTORY AND MAJOR PROGRAM CHARACTERISTICS

NOTES FOR PROGRAM INVENTORY SUMMARY

The inventory and program descriptions were current as of the beginning of calendar 1976. The following notes are useful in interpreting the accompanying chart.

1. Some programs have multiple sponsors and as many sponsors are listed as necessary to identify the program. All satellite locations where training is provided are not listed; these often change according to need.
2. The term "target groups" refers to language groups. The Spanish language group is identified by four Spanish origin subgroups: Mexican, Puerto Rican, Cuban and South American.
3. Occupational areas listed comprise the instructional offerings at the time the inventory was completed. Instructional areas change from time to time according to local need.
4. The duration of training is identified for each occupational offering when reported. The information regarding cycles of training classes is on an annual basis. "Three cycles," for example, indicates that the class is conducted three times per year. The term "closed entry" indicates that there is an enrollment period and an ending date for the training and trainees are accepted only at designated periods. The term "open entry" means that trainees can enter and leave the course at will with only minor restrictions on entry and exit dates.

5. The total number of trainees enrolled at a time is a fairly accurate figure for each program if all classes are operating. At any given time, however, some classes may be between cycles or sessions. Other classes are always open and students may enroll and leave as they wish.

6. "Predominant language of instruction" refers to the language used in vocational skills training. The mix of English and non-English languages used in skills classes varies widely among programs and individual classes because of various factors, including the English proficiency of trainees, the complexity of the skill being taught, etc. The language used in skills instruction also may vary *within* a class; that is, the non-English language may be predominant at the beginning and English near the end of the class. Also, some classes may be conducted primarily in English with translations to another language as necessary for trainees with low English proficiency. The precise degree and nature of the use of each language is not known.

7. Programs offer instruction in English language skills through a variety of methods. The listing identifies instruction in English language skills which is conducted in the occupational skills classes, in supplemental English-as-a-second-language classes (ESL), by tutoring or by some combination of these methods. Some programs apparently have as their objective the

development of general skills in the English language, while others emphasize job-related terminology which will help the trainee learn Spanish names for tools and equipment or the basic English phrases and sentences that are related to the occupational skill.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
ALABAMA							
State officials report that the State of Alabama has only a very small number of limited English speaking persons, and therefore no real need exists for Bilingual Vocational Training (BVT). No BVT programs were located.							
ALASKA							
State officials report that there are presently no accurate data available on the number of persons in the state who are monolingual (in a non-English language) or whose fluency in English is not sufficient for advanced technical training; as a part of their statewide bilingual education program, however, they are in the process of identifying those secondary school students and out of school adults who could benifit from BVT.							
ARIZONA							
Phoenix Job Corps Phoenix, Ariz.	Phoenix, Ariz.	Mexican	Carpentry Painting Plastering Bricklaying Cement masonry Auto mechanics Clerical/business cluster Health occupation cluster Electronics, et al.	Duration varies depending on course and student	350	English	ESL (general usage)
Arizona Western College (Needletrades Skill Center) Yuma, Ariz.	Yuma, Ariz.	Mexican	Power sewing	8-10 wks. (Multi-cycle; Open entry)	10-15	Spanish	in skills classes & ESL, Job specific)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			ARIZONA (Cont'd)				
Pinal County Community College District/Gila River Skills Center/State Dept. of Education Sacaton, Ariz.	Sacaton, Ariz.	Mexican	Needletrades	6 wks. (multi-cycle; Open entry)	18	Spanish	In skills classes
Nogales School District #1/State Dept. of Education Nogales, Ariz.	Nogales, Ariz.	Mexican	Needletrades	3-6 wks. (Multi-cycle; Open entry)	15-20	English	In skills classes
Project SER (Service, Employment, and Redevelopment) Tucson, Ariz.	Tucson, Ariz.	Mexican	Clerical cluster Typing Bookkeeping Job preparation Office machines Office filing Auto mechanics	7-12 wks. (Open entry) 4 mo. (Open entry)	12	English	ESL (general usage)
Pima College Tucson, Ariz.	Tucson, Ariz.	Mexican	Machine shop Electronics Auto mechanics Secretarial cluster Drafting Small business	Offered by semesters (Closed entry)	145	Spanish	In skills classes & ESL (general usage)

ARKANSAS

The State Department of Education has recently become involved in bilingual education for Vietnamese, especially in the area of adult basic education. None of these programs is vocationally oriented, however.

ponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			CALIFORNIA				
Chaffey College Skills Center and Subsidiaries	Alta Loma, Calif.	Mexican	Air conditioning repair Auto mechanics Power sewing	No set duration-varies depending upon student and course (Open entry)	65-75	Spanish	In skills classes
Calexico Unified School District Calexico, Calif.	Calexico, Calif.	Mexican	Business machines Typing	No set duration (Open entry)	15	Spanish	In skills classes
Sweetwater School District/Sweetwater Regional Occupational Program (ROP) Chula Vista, Calif.	Chula Vista, Calif.	Mexican	Auto mechanics Welding Power sewing Cosmetology Teller/bookkeeping machines	1 yr. 6-8 mo. 6 wks. 40 wks. 18 wks. (Multi-cycle; Open entry)	250+	English	ESL (general usage)
Southwestern Community College Chula Vista, Calif.	Chula Vista, Calif.	Mexican	Secretarial Office procedures	2 yrs. 2 yrs. (Closed entry)	60	English	ESL (general usage)
San Diego Community College District San Diego, Calif.	Three locations in San Diego, Calif.	Mexican	Multi-occupational courses planned to begin in Spring. 1976	1-2 yrs.	No enrollments yet	Spanish or English; will vary according to course	In skills classes & ESL (genera usage)
CETA/San Diego Community College Adult Skills Center San Diego, Calif.	City Skills Center San Diego, Calif.	Mexican	Auto body Shipfitting	20 wks. 20 wks. (3 cycles; Open entry)	45-50	English	In skills classes & ESL (genera usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			CALIFORNIA (cont'd)				
San Bernardino Community College San Bernardino, Calif.	San Bernardino, Calif.	All Spanish speaking	Clerical cluster	1 yr. (Closed entry)	24	English	ESL (general usage)
CETA/Imperial County Board of Supervisors/ Imperial County Regional Occupational Program (ROP) El Centro, Calif.	Farms throughout Imperial County, Calif.	Mexican	Agricultural power machinery operation	26 wks. (Open entry)	20	English	In skills classes
North Orange County Regional Occupational Program (ROP) Anaheim, Calif.	Anaheim, Calif.	Mexican	Bilingual aide Office skills Medical assistant Machine shop Retailing	2-6 mo. (Open entry)	200	Spanish	In skills classes
CETA/Glendale Community College Glendale, Calif.	Glendale, Calif.	Mexican Cuban & Chinese	Machine shop Typing Multi-occupational	6 wks. (Machine shop closed entry; others open entry)	95	(Spanish for typing; English for others)	In skills classes
Compton United School District Compton, Calif.	Compton Adult School Compton, Calif.	Mexican, Cuban & South American	Welding Sewing Upholstery	6 mo. (2 cycles; Open entry)	75	Spanish	In skills classes
United Community Efforts, Inc. Los Angeles, Calif.	Los Angeles, Calif.	Mexican	Radio-TV repair Printing Machine shop Welding Hospital ward clerk General clerical	25 wks. (Open entry)	240	English	ESL (job specific)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
CALIFORNIA (Cont'd)							
Rio Hondo Community College Whittier, Calif.	Whittier, Calif.	Mexican	Teacher aide	2 yrs.	50-75	Spanish	ESL (general usage)
Central County Regional Occupational Program (ROP) East Orange, Calif.	East Orange, Calif.	Mexican	Business education	1 semester (2 cycles; Closed entry)	30	English	In skills classes
Rancho Santiago Community College District Santa Ana, Calif.	Santa Ana College Santa Ana, Calif.	Mexican, Korean, Chinese, Vietnamese, Japanese & Polynesian	Typing/office machines Shorthand Auto mechanics Small engine repair Electronic assembly TV repair	11-48 wks. (Open entry)	90-270	English	In skills classes & ESL (general usage or job-specific; varies by course)
Santa Ana Unified School District/ Orange County Regional Occupational Program (ROP) Santa Ana, Calif.	Santa Ana, Calif.	Mexican & Vietnamese	Dental cluster Electronics (other occupational areas planned)	Planned on semester basis (Closed entry)	No enrollments yet	Spanish & Vietnamese	In skills classes
Riverside County Regional Occupational Program (ROP)/ American Auto Parts Systems, Inc. Riverside, Calif.	American Auto Parts, Systems, Inc. Riverside, California	Vietnamese	Warehousing	18 wks. (2 cycles; Open entry)	14	English	Tutoring, by referral
Riverside County Regional Occupational Program (ROP) Riverside, Calif.	Riverside, Calif.	Vietnamese	Auto mechanics	18 wks. (2 cycles; Open entry)	17	English	ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			CALIFORNIA (Cont'd)				
Artesia-Bellflower-Cerritos (ABC) School District Cerritos, Calif.	Cerritos, Calif.	Mexican, Filipino & Chinese	Offset printing	6 mo. (Open entry)	80-100	English	In skills classes & ESL (general usage)
CETA/Artesia-Bellflower-Cerritos (ABC) School District, Adult Division Cerritos, Calif.	Cerritos, Calif.	All Spanish speaking, Vietnamese, Arabic, Samoan & Jamaican	General office Typing Medical receptionist Dental receptionist Keypunch	6-18 mo. (Open entry)	180	English	ESL (general usage)
Los Angeles Harbor College Wilmington, Calif. (Part J)	Wilmington, Calif.	All Spanish speaking, Filipino & Samoan	Business data processing Business education Drafting Industrial arts Tool manufacturing Engineering Management	20 wks. 20 wks. 20 wks. 20 wks. 20 wks. 20 wks. 20 wks. (Closed entry)	No enrollments yet	English	ESL (job-specific)
University of Calif. at Los Angeles, Extension Division, Continuing Education in Dentistry Los Angeles, Calif. (Part J)	On UCLA Campus and East Los Angeles, Calif.	Mexican, Cuban, South American, Portuguese, Vietnamese, Russian & Armenian	Dental cluster	36 wks. (Closed entry)	50	English	ESL (general usage)
Ventura County Regional Occupational Program (ROP) Oxnard Air Force Base, Calif.	Oxnard, Calif.	Mexican	Auto body repair	36 wks. (Closed entry)	72	English	In skills classes

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			CALIFORNIA (cont'd)				
CETA/Ventura County Community College Ventura, Calif.	Ventura, Calif.	Mexican	Mechanical cluster Clerical cluster Instructional aide cluster Retail merchandising Mechanical drafting Truck driving Nursing	1 yr. (Open entry, in most cases)	120	Spanish	In skills classes & ESL (job-specific)
De Anza Community College Cupertino, Calif. (Part J)	Cupertino, Calif.	Mexican & Chinese for teacher aide and assistant training; Mexican for others	Teacher aide Teacher assistant Clerk-typist Accounting aide Nursery (planned)	2 yrs. 1½ yrs. 1 yr. 1 yr. NA (Closed entry)	130	Spanish or Chinese	In skills classes & ESL (general usage)
Metro Adult Schools San Jose, Calif.	San Jose, Calif.	Mexican	Machinist Welding Dry cleaning Electronics	2 semesters 1½ semesters 18 wks. 108-216 hrs. (Open entry)	155	Spanish	ESL (general usage)
San Jose Regional Vocational Center (Metro Adult Program) San Jose, Calif.	Various high schools throughout San Jose and Santa Clara County, Calif.	Mexican	Building maintenance	8 wks. (Multi-cycle; Open entry)	20	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			CALIFORNIA (cont'd)				
Job Corps San Jose, Calif.	San Jose, Calif.	Mexican & Chinese	Welding Auto repair Building maintenance Secretarial/clerical Cooking Medical Assistant Porter Drafting Electronics Major appliance repair	Varies greatly for all; Open entry	240	English	ESL (general usage)
Dos Palos High School District/West San Joaquin Regional Occupational Program (ROP) Dos Palos, Calif.	High school & college buildings throughout Fresno, King and Merced Counties	Mexican	Smog control & engine tuneup	1 semester	250-270	English	In skills classes & ESL (general usage)
			Welding	1 semester			
			Small engine repair	1 semester			
			Diesel technology	4 semesters			
			Heavy equipment operation, maintenance & repair	2 semesters			
			Commercial horticulture	1 yr.			
			Supervision & foremanship	8 wks.			
			Truck driving	74 hrs.			
			Catfish farm management	18 wks.			
			Motorcycle repair	18 wks.			
			Farm equipment service & operation	40 hrs.			
			Landscape design	18 wks.			
			Carpentry	18 wks.			
			Entymology	24 hrs.			
			Farm equipment operation & repair	24 hrs. 24 hrs. (Closed entry)			

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			CALIFORNIA (cont'd)				
State Center Community College District Reedley College Reedley, Calif.	Reedley, Calif.	Mexican	Welding Ornamental iron work Blueprint reading Auto body Auto upholstery Office occupations Auto mechanics	5 mo. 5-6 mo. 5 mo. 6 mo. 6 mo. 6 mo. 6 mo. (Open entry)	193	Spanish	In skills classes
Modesto Junior College Modesto, Calif. (Part J)	Modesto, Calif.	Mexican	Typing Accounting	16 wks. (Closed entry)	45	English	In skills classes & ESL (general usage)
Stockton Unified School District/ Woodruff Regional Occupational Program Stockton, Calif. (Part J)	Stockton, Calif.	Mexican, Filipino & Chinese	Business careers Business machine repair Auto technology Cosmetology	52 wks. 52 wks. 52 wks. 78 wks. (Open entry)	50	English	In skills classes & ESL (job-specific)
Ohlone College Fremont, Calif.	Fremont, Calif.	Spanish & Chinese	Bank teller	3-9 mo. (Open entry)	60	Spanish or Chinese	In skills classes & ESL (general usage)
Mission Language & Vocational School San Francisco, Calif.	San Francisco, Calif.	All Spanish speaking and Filipino	Secretarial cluster Typing Clerical cluster Cashier	52 wks. continuously running 16 wks. 6 wks. (All open entry except Clerical)	500	Spanish or English or both, alternating	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
CALIFORNIA (cont'd)							
CETA/San Francisco Community College District San Francisco, Calif.	San Francisco, Calif.	Korean	Clerical cluster	20 wks. (3 cycles; Closed entry)	20	Korean	ESL (general usage)
		Filipino	Clerical cluster	16 wks. (Single cycle; Closed entry)	20	English	ESL (general usage)
San Francisco Community College Center/Alemany Community College Center San Francisco, Calif.	San Francisco, Calif.	Korean & Chinese	Nursing	18 wks. (Single cycle; Open entry)	52	English	In skills classes
			Cooking	6 mo. (Closed entry)			
			Drafting	18 wks. (Open entry)			
College of Alameda Alameda, Calif.	Alameda, Calif.	Mexican	Auto mechanics Auto body	2 yrs. 2 yrs. (Both open & closed entry depending on student)	55-60	Spanish	In job skills classes with outside referral as necessary

COLORADO

A number of English-as-a-second-language (ESL) programs are sponsored by the Colorado Migrant Council and other special interest groups. In addition, the Colorado Migrant Council sponsors a Bilingual Job Readiness Center in Denver. This center provides job readiness and job acquisition training to 5-15 enrollees at a time, and is conducted in Spanish and English.

CONNECTICUT

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
CETA/Stamford-Greenwich Manpower Training Center School Stamford, Conn.	Stamford, Conn.	Puerto Rican & Cuban	Auto mechanics Clerical/secretarial Electrical assembly Machine shop Maintenance and carpentry Nurses' aide	16-26 wks. (Multi-cycle; Open entry)	120	English	In skills classes & by referral if necessary
Manpower Administration, City of New Haven New Haven, Conn. (Part J)	New Haven, Conn.	Puerto Rican	Clerical cluster Auto mechanics Food service	52 weeks. (Open entry)	50	Either English or Spanish depending on skill & trainee	In skills classes & ESL (job-specific)
Norwalk Board of Education Norwalk, Conn. (Part J)	Norwalk, Conn.	All Spanish speaking, Italian, French, Vietnamese & Greek	Clerical cluster Machine tool	42 wks. (Open entry)	60	English	In skills classes & ESL (genera usage)
CETA/Waterbury Manpower Training Waterbury Board of Education, Croft High School, and W.F. Kaynor Reg. Voc. - Tech. School	Waterbury, Connecticut	Spanish, Italian, Vietnamese, Greek, Others	Clerical cluster Stenographic General Shop Machine Shop	52 wks. (multi-cycle Open ended)	80	English	In skills classes and by referral if necessary

DELAWARE

According to State officials, there is only a small pocket of non-English speaking (Spanish) persons in the State, and efforts to find funds for serving this group have so far been unsuccessful.

FLORIDA

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
Dade County Public Schools, Dade County, Florida	In 16 adult education centers throughout Dade County, primarily at the English Center in Miami	Cuban, all South American, French, Vietnamese & Haitian	Apparel manufacturing, interior decorating, Drapery manufacturing Upholstery Secretarial Accounting/taxes Data processing Auto mechanic Air conditioning Building Maint. Marine Engine Mech. Welding Cashier Sales	Duration varies by course & student (All Open entry)	1,850	Spanish Vietnamese & French	In skills classes & ESL (job specific)
Miami-Dade Community College Miami, Florida	2 of 4 campus locations	Spanish speaking	Hotel/Motel Nursing Air conditioning/ refrigeration, Tech. Engineering graphics Secretarial science	Duration varies by course & student (all Open entry)	230	Spanish	In skills classes & ESL (job specific)

GEORGIA

State officials report that there is virtually no non-English speaking population in the State, and therefore no need for BVT.

HAWAII

State officials report that although there are no BVT programs funded at this time, there is considerable CETA activity providing ESL and support services to a number of different language and ethnic groups, particularly Filipino and Samoan. In addition, there is evidence of programs, still in the planning stage, which will be designed to serve the limited English speaking population on the islands.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
IDAHO							
Several ESL programs are ongoing throughout the State. In some cases bilingual instructors and instruction are used in GED and basic education classes but no BVT has been located.							
ILLINOIS							
CETA/Mayor's Manpower Office/Spanish-American Schools Chicago, Illinois	Chicago, Ill.	Mexican, Puerto Rican & Cuban	Clerk/typist Stenographer	26 wks. (Open entry, continuous cycles)	Data not available	English	ESL (general usage)
Mayor's Manpower Office/Chicago School of Automatic Transmissions Chicago, Ill.	Chicago, Ill.	Mexican, Puerto Rican & Cuban	Auto mechanics	40 wks. (Closed entry)	25	Spanish	In skills classes
INDIANA							
A number of special interest groups, including the Migrant Council, sponsor a variety of ESL programs. The Atterbury Job Corps admits limited-English speaking persons and offers ESL, but BVT is no longer available.							
IOWA							
Muscatine Community College Muscatine, Iowa	Muscatine, Iowa	Mexican migrant farmworkers	Engine technology Welding Carpentry Electricity	10 wks. (Single cycle; Open entry)	88	Spanish	In skills classes & by referral to other sources
KANSAS							
State education officials report no specifically Bilingual Vocational programs in existence, although there is some related activity (bilingual materials used in skills labs, bilingual outreach). There are plans to import bilingual instructors from Texas.							

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
KENTUCKY							
There is virtually no non-English speaking population in this State, say State officials, and no bilingual vocational programs are in existence here.							
LOUISIANA							
Need for bilingual programs for French speaking persons has been identified by the State Department of Education; however, no BVT programs are currently in existence.							
MAINE							
University of Maine Fort Kent, Maine (Part J)	Fort Kent, Maine	French-Canadian	Geriatric aide	18 wks. (Closed entry)	23	English	ESL (general usage)
Bangor Community College Bangor, Maine (Part J)	Bangor, Maine	French-Canadian	Geriatric aide	1 yr. (Single cycle; Closed entry)	75	French	In skills classes & ESL (job specific)
MARYLAND							
Some needs assessment has been conducted by the State Department of Education; no programs have been located.							
MASSACHUSETTS							
Bristol Community College Fall River, Mass.	Fall River, Mass.	Portuguese	Secretarial Clerical	1 yr. (Single cycle; Closed entry)	300	English	ESL (general usage)
Springfield Technical Community College Springfield, Mass.	Springfield, Mass.	Puerto Rican	Secretarial Clerical	60 wks. 30 wks. (Single cycle; Closed entry)	28	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			MASSACHUSETTS (cont'd)				
Marlboro CETA Consortium City Hall Marlboro, Mass.	Marlboro, Mass.	Spanish & Portuguese	Machinist Welding	22 wks. 16 wks. (Single cycle; Closed entry)	30	English	ESL (job specific)
CETA/Hampden County Manpower Consortium Springfield, Mass.	Springfield, Mass.	Puerto Rican	Clerical Refrigeration equipment repair Metal trades Various other trades	18 wks. 8-26 wks. (Multi-cycle)	250	English	In skills classes & ESL(general usage)
			Nurses' assistant	7 wks. (4-6 cycles)			
			Emergency medical technician	15 wks. (Single cycle)			
			Food services	16 wks. (All Open entry except medical courses)			
Southbridge CETA Consortium Southbridge, Mass.	Southbridge, Mass.	Puerto Rican	Machine set up Welding	26 wks. 26 wks. (Single cycle; Closed entry)	30	Spanish	ESL (general usage)
Lawrence CETA Consortium Lawrence, Mass	Lawrence, Mass.	All Spanish-speaking	Clerical Misc. industrial maintenance, small engine repair, carpentry, et al.	39 wks. 13 wks. (All single cycle; Closed entry)	130	English	ESL (job-specific)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
MICHIGAN							
Lansing School District Lansing, Mich. (Part J)	Lansing, Mich.	Mexican & Cuban	Auto mechanics Machine tool operation Clerical/secretarial	26 wks. 26 wks. (Both Closed entry) 36 wks. (Open entry)	60	English	In skills classes & ESL (general usage)

MINNESOTA

One Part J-funded program is now in the start-up phase; no other BVT programs appear to exist.

MISSISSIPPI

No need for bilingual vocational programs was reported, and none exists in this State.

MISSOURI

According to State education officials, no bilingual vocational programs exist in this State.

MONTANA

State officials know of no BVT programs in existence in this state.

NEBRASKA

State officials report that there are no federally funded BVT programs available at this time, but ESL and other bilingual support services are available through four Area Community Technical Colleges for persons of Spanish, Native American, and Vietnamese background.

NEVADA

There are no bilingual vocational programs in this State, but State education officials see the need for them. Some ESL is offered.

NEW HAMPSHIRE

According to state officials there are no BVT programs at this time; however, a need for such programs is recognized.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
NEW JERSEY							
Middlesex County College Project Puente	Perth Amboy	Spanish Speaking	Accounting Business Ed.	2 yrs. (Semesters)	75	Spanish	ESL
Middlesex County College Project Sells	Perth Amboy	Spanish Speaking	Distributive Education	2 yrs. (Semesters)	30	Spanish	ESL
NEW MEXICO							
Albuquerque Job Corps Albuquerque, New Mexico	Albuquerque, N.Mexico	All Spanish speaking	Clerical Keypunch Typing Business machines Retailing Cosmetology Nurses' Assistant	24-104 wks. depending on student	400	Spanish	In skills classes & ESL (general usage
Luna Technical Vocational Institute	Santa Fe, N. Mexico	All Spanish speaking	Clerical	1 yr.	20	English	In skills classes (general usage)
All Indian Pueblo Council/Manpower Program 19 Pueblos in New Mexico	19 Pueblos in New Mexico	Pueblo Indians	Indian arts & crafts Marketing Business techniques	16-20 wks. (Single cycle; Closed entry)	280	Indian languages	None
New Mexico Highlands University Las Vegas, N. Mexico (Part J)	Las Vegas, New Mexico	Mexican & Spanish	Secretarial	11 wks.	25	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			NEW YORK				
Genesee-Wyoming Board of Cooperative Educational Services (BOCES) Batavia, N.Y.	Six-county area near Rochester, N.Y.	Male, Puerto Rican migrant farmworkers	Food processing and canning; multi-occupational	14-20 wks. during migrant season (Open entry)	140	Spanish	In skills classes & ESL (genera usage)
College of Genesee, Migrant Center Genesee, N.Y.	Genesee County, N.Y.	Mexican, Puerto Rican, Algonquin Indians, migrant & seasonal farmworkers	Truck driving Auto mechanics Clerical Teacher aide, et al	10-20 wks. (Open entry) 10-20 wks. (Open entry) 10-20 wks. (Open entry) 10 wks. (Closed entry (All areas offered during single cycle following migrant season)	80	Spanish	In skills classes & ESL (genera usage)
Ibero-American Action League Rochester, N.Y.	Monroe County, N.Y.	All Spanish-speaking	Secretarial/ clerical cluster Machine shop	6 mo. (2 cycles; Closed entry)	40-50	English	ESL(machine shop: job-specific;clerical: general usage) & tutoring
Action for a Better Community Rochester, N.Y.	Monroe County, N.Y.	Puerto Rican	Nursing assistant	20 wks. (2 cycles; Closed entry)	30	English	ESL (general usage)
Hostos Community College (Minority Small Business Rescue Project) Bronx, N.Y	Bronx, N.Y.	Spanish-surnamed	Record keeping Retailing Small business management	6-12 wks. (Closed entry)	100	English	In skills classes

NEW YORK (cont'd)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
Rochester City School District Rochester, N.Y. (Part J)	Rochester, N.Y.	All Spanish speaking	Auto mechanics Cosmetology Nurses' aide Auto body Commercial photography Accounting Electrical Office skills	12 wks. (Closed entry)	100	Spanish	ESL (general usage)
County of Nassau Hempstead, N.Y. (Part J)	Nassau County, N.Y.	All Spanish speaking	Auto mechanics Health assistant	48 wks. (Open entry) 24 wks. (2 cycles; Closed entry)	25	Spanish	ESL (job-specific)
Williamsburg Employment & Training Center Brooklyn, N.Y.	Brooklyn, N.Y.	Russian-Jewish immigrants	Bookkeeping Knitting mechanics Auto mechanics Business machines Secretarial Hairstyling	25 wks. (2 cycles; Closed entry)	140	Yiddish or English; varies by course	ESL (job-specific)
Chinatown Manpower Project, Inc. Mahhattan, N.Y. (Part J)	Chinatown, Manhattan, N.Y.	Chinese	Para-legal Para-accounting Bookkeeping Keypunch Office practice	24 wks. 24 wks. 21 wks. 21 wks. 21 wks. (2 cycles; Closed entry)	100-150	English	ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
NEW YORK (cont'd)							
China Institute in America, Inc. Manhattan, N.Y. (Part J)	Chinatown, Manhattan, N.Y.	Chinese	Cooking theory Cooking practice Nutrition Sanitation/ personal hygiene Restaurant management	24 wks. (2 cycles; Closed entry)	50-100	Chinese	ESL (general usage)
Fashion Institute of Technology/New York City Board of Education Manhattan, N.Y.	Manhattan, N.Y.	All Spanish speaking and Chinese	Pattern making, introductory and advanced	1 semester each (closed entry)	70	Spanish & Chinese	ESL (job-specific)
Hispanic Labor Committee, AFL-CIO Manhattan, N.Y.	All boroughs, New York City	All Spanish speaking	Secretarial Receptionist/typist Accounting clerk Switchboard operator Counselor	5 mo. (2 cycles; Closed entry)	60	English	In skills classes
Borough of Manhattan Community College Manhattan, N.Y. (Part J)	Manhattan, N.Y.	Puerto Rican, Cuban	Shorthand Typing	15 wks. (2 cycles; Closed entry)	80	Spanish	ESL (general usage)
Bronx Community College, Center for Continuing Education in Community Services Bronx, N.Y. (Part J)	Bronx, N.Y.	Puerto Rican, Dominican & Italian	Carpentry Plumbing Electrical repair Pest control	10 wks. 10 wks. 10 wks. 10 wks. (4 cycles; Closed entry)	60	Initially Spanish & Italian, with predominantly English by end of course	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
NORTH CAROLINA							
State education officials say there are no Bilingual Vocational Training programs in existence in this State.							
NORTH DAKOTA							
Mary College Mental Health Technologist Program Bismarck, N.Dak. (Part J)	Region around Bismarck, N.Dak.	Sioux, Arikara, Mandan & Hidatsa Indians	Mental health technologist	2 yrs. (Closed entry)	Data not available	English	In skills classes & ESL (general usage)
OHIO							
Spanish American Committee/Cleveland Manpower Consortium/ Cleveland School System Cleveland, Ohio	Cleveland, Ohio	Puerto Rican & Mexican	Machinist Clerical	26 wks. 26 wks (Closed entry)	30	English	In skills classes
OKLAHOMA							
Treasure Lake Job Corps Lawton, Okla.	Lawton, Okla.	Mexican	Clerical Keypunch Retailing Cosmetology Nurses' assistant Painting Masonry Warehousing Carpentry	24-104 wks. depending on student (Open entry)	168	Spanish	In skills classes & ESL (general usage)
OREGON							
No Bilingual Vocational Training programs appear to exist here; however, the Oregon education system offers a number of ESL programs.							

PENNSYLVANIA

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
Philadelphia School District Philadelphia, Pa.	Philadelphia, Pa.	Puerto Rican mentally retarded	Food service Hospital practice Laundry & dry cleaning Power sewing Machine shop Business practice	Data not available (Closed entry)	Data not available	English	ESL (general usage) Tutoring
Reading-Muhlenberg Area Vocational Technical School Reading, Pa.	Reading, Pa.	Puerto Rican	Total vocational offering	Varies according to course (Closed entry)	Data not available	English	In Skills classes & ESL (general usage)
Bethlehem School District Bethlehem, Pa.	Bethlehem, Pa.	Puerto Rican	Metal trades Building trades Apparel design Cosmetology	Varies widely-no set duration (Open entry)	Data not available	English	In skills classes & ESL (general usage)

RHODE ISLAND

State education officials report that there are programs serving the limited English speaking population in the Providence area, but that a need for BVT does exist in the State.

SOUTH CAROLINA

According to State officials, South Carolina has no limited English speaking populations, and therefore no Bilingual Vocational Training programs exist here.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			SOUTH DAKOTA				
Crow/Creek Sioux Tribe Fort Thompson, S. Dak.	Fort Thompson, S. Dak.	Crow, Creek, Sioux, & Dakota Indians	Ambulance attendant	6 mo. (2 cycles; Closed entry)	15	Indian languages	In skills classes
Belle Fourche School System Belle Fourche, S. Dak.	Locations not given	Mexican migrant farmworkers	Welding Food service Sewing	Depends on student (Open entry)	30	English	In skills classes
			TENNESSEE				
Bilingual vocational programs are not seen as necessary; none appear to exist in this State.							
			TEXAS				
El Paso Job Corps Center El Paso, Tex.	El Paso, Tex.	Mexican	Auto mechanics Welding Diesel mechanics Masonry Carpentry Building maintenance Cook's helper Nurse's assistant Electronics	24-104 wks. depending on student (Open entry)	250	Spanish	In skills classes & ESL (general usage)

TEXAS (cont'd)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
El Paso Community College El Paso, Tex. (Part J)	El Paso, Tex. Skill Center, downtown and Latuna State Prison (Building Trades)	Mexican	Sewing machine repair	36 wks. (Single cycle; Closed entry)	100	Spanish	ESL (job-specific)
			Sewing machine operator	6 wks. (2-6 cycles; Open entry)			
			Radio/TV repair	36 wks. (Single cycle; Closed entry)			
			Building trades	22 wks. (2 cycles; Closed entry)			
			Optical lens grinding	36 wks. (Single cycle; Closed entry)			
Texas Education Agency/Brownsville, Laredo, and San Antonio Independent School Districts	Brownsville, Tex. Laredo, Tex. San Antonio, Tex.	Mexican	Office machines	2 yrs.	90	Spanish	In skills classes
			Accounting	2 yrs.			
			Secretarial	2 yrs.			
			Clerical	2 yrs. (Closed entry)			
San Marcos Job Corps Center San Marcos, Tex.	San Marcos, Tex.	Mexican	Clerical Keypunch Retailing Cosmetology Nurses' assistant Upholstery Printing Heavy equipment operator Masonry Carpentry	24-104 wks. depending on student (Open entry)	2,200	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions for English Language Training
TEXAS (cont'd)							
CETA/Austin Community College Austin, Tex.	Six-county area surrounding Austin, Tex.	Mexican	Auto mechanics	36 wks. (Closed entry)	Varies widely-no set duration	English	ESL (job specific)
Laredo Municipal Junior College/ A.C.E. Tri-County Co-op Laredo, Tex.	Laredo Junior College Laredo, Tex.	Mexican	Auto mechanics Welding Building trades General business	29 wks. 29 wks. 36 wks. 24 wks. (Open entry)	89	English	In skills classes
UTAH							
San Juan School District	Blanding and Four corners area	Navajo Ute	Auto mechanics Welding	Open ended. Duration varies	Data not available	Navajo	ESL (job specific)
VERMONT							
State education officials identified a need for BVT programs among French Canadians, although no Bilingual Vocational Training programs were reported.							
VIRGINIA							
Arlington Public School System, Spanish Speaking Committee/Fairfax County, Va.	Arlington, Va.	Mexican, Puerto Rican, Cuban, Korean & Vietnamese	Secretarial	3-12 mo. depending on student (Open entry)	80-100	English	ESL (general usage)
WASHINGTON							
No Bilingual Vocational Training programs were located, although some ESL and bilingual adult basic education offerings are available.							

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions for English Language Training

WEST VIRGINIA

According to State officials, no Bilingual Vocational Training programs exist; however, some ESL programs are available to limited English speaking migratory workers.

WISCONSIN

Vocational curriculum materials are available in Spanish and are currently being translated into Vietnamese. However, the existence of operating bilingual programs could not be documented.

WYOMING

State officials report that vocational programs are developed on a cooperative priority basis and BVT has not, as yet, emerged as a recognized priority need.

APPENDIX E

DISTRIBUTION, BY STATE, OF BVT PROGRAMS REPORTING SELECTED CHARACTERISTICS

This appendix contains two tables summarizing the distribution of BVT programs reporting various characteristics. The numbers of programs reporting each characteristic are shown for each State having at least one BVT program. Some programs share more than one characteristic; therefore, column items sometimes total to more than the number of programs identified. Table 1 includes all program characteristics for which tabulations could be made, except the types of vocational skills taught by the programs. Table 2 shows the numbers of BVT programs in each State with the various vocational offerings, arranged by standard occupational areas. Distributions of program vocational offerings were made as accurately as possible based on reported data, but the occupational skills taught change from time to time according to local need.

Table 1: Number of BVT Programs Reporting Selected Characteristics, By State

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
A. Number of Programs Located	6	32(5)	2(2)	2	2	1	(2)	6	(1)	(1)	2	3(1)	8(6)	(1)	1	1	3	2	5(1)	1	77[1](20)
B. Geographic Areas Covered																					
National													1								1
Regional		(1)										1		(1)		1		1	3		6(2)
State		1		2						(1)		1(1)									4(2)
Multi County		3(1)				1	(1)				2	1	2		1				2	1	13(2)
Local	3	25(3)	2(2)		2		(1)	6	(1)				5(5)				2	1	(1)		47(13)
Neighborhood		3															1				4
C. Program Structure																					
Free Standing	2	2(1)	(1)	1			(1)	1					5(1)	(1)				1	1		13(5)
Component	4	30(4)	2(1)	1	2	1	(1)	5	(1)		2	3(1)	3(3)		1	1	3	1	4(1)	1	64(12)
D. Organization Sponsoring Program																					
Public School District	1	8(1)	(1)	1				1	(1)	(1)			1				3	1	1	1	18(4)
State Dept. of Educ.	2									(1)									1		3(1)
4 Yr. College		(1)					(1)					(1)	1	(1)							1(4)
Jr. or Comm. College	3	10(3)		1		1	(1)	3			2		2(2)						1(1)		23(7)
Jr. or Comm. College District		4																	1		5
Public School																					
Ethnic Institute, etc.	1	2											2(1)		1			1		1	8(1)
Government or Government Agency		7	1(1)		2			4				1	1(1)		1			1		1	19(2)
Manpower Organization		1	1					1				1	1(1)								5(1)
Job Corps Center	1	1										1				1			2		6
R.O.P.[2]		10(1)																			10(1)
Other		1			2							1	3								7

[1] Navajo program in Utah was located too late to be included in these tables, but is included in the inventory.

[2] Regional Occupational Program.

Table 1: Number of BVT Programs Reporting Selected Characteristics, by State (Continued)

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
E. Years of Bilingual Training Experience																					
1 or less		7(4)	(1)				(1)	2	(1)	(1)			2(3)	(1)			2	1	(1)		14(13)
2 - 3	1	6(1)			1		(1)	2				1	3				1				15(2)
4 - 5	1	4			1			2				(1)	1(1)		1						10(2)
6 - 7	2	1										2	1			1		1	2	1	11
8 - 9													1								1
10 or more		3	1(1)	1															2		7(1)
F. Language of Target Population																					
Spanish	6	29(5)	2(2)	2	2	1		5	(1)	(1)	2	2(1)	7(3)		1	1	3	1	5(1)	1	70(14)
Mexican	6	28(5)			2	1			(1)	(1)		2(1)	1		1	1		1	5(1)	1	49(9)
Puerto Rican		2(1)	1(1)		2			3		(1)			5(2)		1		3			1	18(5)
Cuban		4(2)	1	2	2				(1)				1(1)							1	11(4)
South American		3(2)		2									2(1)								7(3)
Filipino (Tagalog)		3(2)																			3(2)
Chinese		6(2)											1(2)								7(4)
American Indian												1	1	(1)				1			3(1)
Italian			1(1)										(1)								1(2)
Korean		3																		1	4
French			(1)	1			(2)														1(3)
Vietnamese		5(1)	1(1)	1									1							1	9(2)
Portuguese		(1)						2													2(1)
Other		2(2)	1(1)	1									1								5(3)
Multilingual		9(4)	1(1)	1				1				1	2	(1)						1	16(6)

Table 1: Number of BVT Programs Reporting Selected Characteristics, By State (Continued)

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
G. English Language Goal for Trainees: Job-Specific Only or Overall English Ability																					
Job Specific English	3	11(1)	1	2	1			1	(1)			1(1)	2				1	2			25(3)
Overall English Language Ability		16(4)	1(2)		1	1	(2)	5	(1)	(1)		1	5(4)	(1)	1	1	2		4(1)	1	39(16)
N/A	3	5									2	1	1(1)						1		13(1)
H. Total Number of Trainees at a Time																					
1 - 10																					
11 - 20	4	5										1						1			11
21 - 30		2			1		(1)	3		(1)	1	(1)	1(1)								8(4)
31 - 40		1																			1
41 - 60		6(3)	(2)						(1)				2(1)								8(7)
61 - 100		5	1			1	(1)				1		3(3)						2(1)	1	14(5)
101 - 150	1	1(1)	1					1					2(1)								6(2)
151 - 200		5														1					6
201 - 300		4		1				2				1							1		9
301 - 500	1	1										1									3
501+				1															1		2
Unknown or varies		2(1)			1									(1)	1		3		1		8(2)
I. Open or Closed Entry/Exit Classes																					
Open	4	19(1)	2(2)	2	1	1				(1)		2	2			1	1	1	3	1	40(4)
Closed	1	10(4)			1		(2)	4			2	1(1)	6(4)	(1)	1		2	1	2		31(12)
Both	1	3						2	(1)				(1)						(1)		6(3)

Table 1: Number of BVT Programs Reporting Selected Characteristics, By State (Continued)

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
J. English Language Entrance Requirement																					
Speak		1(1)	1										(1)		1						3(2)
Read		2																	1		3
Both		4(1)	1		1		(2)	3				1(1)	3(2)	(1)					2		15(7)
Neither	5	26(3)	(2)	2	1	1		3	(1)	(1)	2	2	5(2)			1	3	2	2(1)	1	55(10)
K. Skills Training Language																					
Non-English Language Only				2									1								3
Predominantly Non-English	3	17(1)	(1)	2	1	1	(1)	2		(1)	2	2(1)	3(4)			1		1	3(1)		38(10)
Predominantly English	3	18(4)	2(2)		1		(2)	4	(1)			[illegible]	5(1)	(1)	1		1	1	2	1	42(11)
L. Bilingual Instructive Mode																					
Bilingual Instructor	4	27(2)	1(2)	1	2		(1)	4	(1)		2	1(1)	8(4)	(1)	1	1	1	1	3	1	58(12)
Translator		(2)						1									2				3(2)
Both		5(1)	1	1		1		1		(1)		2						1	2(1)		14(3)
M. Context of English Language Training																					
In Skills Class	2	12	2	1	1	1						2	2		1			2	2		28
Separate ESL	2	11(1)			1		(1)	4		(1)	2		4						(1)	1	25(4)
Both	2	8(4)	(2)	1			(1)	2	(1)			1(1)	2(4)	(1)		1	3		3		23(14)
Referral		2	2			1	(1)														5(1)

Table 1: Number of BVT Programs Reporting Selected Characteristics, By State (Continued)

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
N. Number of Program Staff																					
1 - 5	3	14			2			3				1(1)	1(1)				3	2	2	1	32(2)
6 - 10		8(2)	(2)			1	(1)	2	(1)	(1)			4(2)	(1)	1				(1)		16(11)
11 - 20		4(2)	1					1					3(1)								9(3)
21 - 50	1	(1)										1	(1)			1					3(2)
51 - 100	1	1																	1		3
101 - 200												1									1
201 - 300				1																	1
301+																			1		1
O. Programs Reporting SDE-Sponsored Staff Training																					
Yes	2	3				1						1	2		1				1		13
No	1	17(4)	(2)	1	2		(2)	6	(1)	(1)		2(1)	6(3)	(1)		1	3	2	2(1)	1	44(16
DK or NR	3	11(1)	1										(3)								15(4)

Table 2: Distribution of BVT Programs by State and Vocational Offerings

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
I. Total Agricultural																					
Agricultural Mechanics		3																			3
General Farmworking		5																			5
Total		8																			8
II. Total Distributive																					
General Merchandising											1	1	1(1)								3(1)
Retail Trade		2										1	1			1			1		6
Total		2									1	2	2(1)			1			1		9(1)
III. Total Health																					
Dental Assistant		2(1)																			2(1)
Dental Lab Technician		(1)																			(1)
Medical Lab Assistant		1																			1
Practical (Vocational) Nurse	1	2																			3
Nurses' Assistant (Aide)			1	1				1				1	1(1)			1			1		7(1)
Radiologic Technology		(1)																			(1)
Medical Assistant	1	3										1					1				6
Health Aide	1	1					(2)						(1)	(1)							2(4)
Ambulance Attendant																		1			1
Other	1	1						1													3
Total	4	10(3)	1	1			(2)	2				2	1(2)	(1)		1	1	1	1		25(8)

Table 2: Distribution of BVT Programs by State and Vocational Offerings (Continued)

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
IV. Total Office Occupations																					
Bookkeeper - Accounting Aide	1	(2)		1							1		3(2)						1		7(4)
Cashier		1		1																	2
Teller		2																			2
Business, Data Processing	1	(2)		2							1						1		1		6(2)
Filing, Office Machines, and General Office Clerical	4	15(2)	1(2)					4				3(1)	2(2)		1	1			3		34(7)
Communication Systems - Clerks and Operators													1								1
Receptionists and Information Clerks		3											1								4
Stenographic, Secretary and Related	1	3	1		1			1	(1)				1(1)						1	1	10(2)
Secretarial and Specialty Secretary		1		2				2				(1)	1								6(1)
Typing and Related (Keypunch)	1	2(1)										2	(2)			1			1		7(3)
Clerk-Typists and Typists		3(2)	1		1			1					1								7(2)
Total	8	30(9)	3(2)	6	2			8	(1)			5(2)	10(7)		1	2	1		7	1	84(21)
V. Total Occup. Prep., Home Ec, Care and Guidance of Children		(1)		2																	2(1)

Table 2: Distribution of BVT Programs by State and Vocational Offerings (Continued)

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
VI. Total Technical																					
Automotive Technology		1(1)				1															2(1)
Electronics Technology	2	4																			6
Industrial Technology		1																			1
Engineering and Related		(1)		1																	1(1)
Air Pollution Technology		1																			1
Lens Grinding																			(1)		(1)
Total	2	7(2)		1		1													(1)		11(3)
VII. Total Trade and Industry																					
Appliance and Air Conditioning Repair		2		2				1											(1)		5(1)
Body and Fender		4											(1)						1		5(1)
Mechanics	3	9	1(1)	1	1				(1)				2(2)						3		20(4)
Blueprint Reading		1																			1
Business Machine Maint.		(1)		1																	1(1)
Construction and Maint.		2	1					2					(1)				1		(1)		6(2)
Carpentry	1	1				1		1					(1)			1			3		8(1)
Heavy Equipment		1																	1		2
Masonry	2															1			2		5
Painting and Decorating	1															1					2
Plastering	1																				1
Roofing																	1				1
Diesel Mechanic	1																		1		2
Drafting Occupations	1	3(1)																			4(1)
Radio/Television		2																	(1)		2(1)
Electrical Occupations			1			1							(2)								2(2)

Table 2: Distribution of BVT Programs by State and Vocational Offerings (Continued)

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
VII. (Cont'd)																					
Total Trade and Industry																					
Laundry and Dry Cleaning		1															1				2
Graphic Arts/Printing		2						1					(1)						1		4(1)
Maritime Occupations		1		1																	2
Metalworking Occupations		(1)						1									1				2(1)
Machine Shop	1	4	2(1)					3	(1)				1		1		1		1		14(2)
Sheet Metal																			1		1
Welding and Cutting		7		1		1		2										1	2		14
Costmetology		1(1)										1	1(1)			1	1		1		6(2)
Personal Services		1											1(1)								2(1)
Quantity Food Occupations		2	(1)					1					1(1)				1	1			6(2)
Small Engine Repair		2						1													3
Textile, Clothing Design and Production	3	3		2								1	3				2	1	(1)		15(1)
Upholstering		2		1															1		4
Woodworking		(1)										1									1(1)
Decorative Metalwork		1										1									2
Leather Working												1									1
Other		3	1					2					1(1)			1					8(1)
Total	14	55(5)	6(3)	9	1	3		15	(2)			5	10(2)		1	5	9	3	18(4)		154(26)
VIII. Instructional Aides		5(2)											1								6(2)
IX. Complete Vocational Offering		2															1				3